DOCUMENT RESUME

ED 027 099 88 RC 003 075

By-Porter, Robert M.
A Decade of Seminars for the Able and Ambitious.
Catskill Area School Study Council, Oneonta, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
Pub Date Jun 68
Note-83p.
EDRS Price MF-$0.50 HC-$4.25
Descriptors-Academic Ability, Curriculum, Enrichment Experience, *Enrichment Programs, *Gifted, Intellectual Development, Noncredit Courses, *Rural Areas, *Secondary School Students, Small Schools, *Student Seminars, Ungraded Classes
Identifiers-*Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

EDO 27099

RECEIVED
JAN 15 1969
E.R.I.C.

A DECADE OF SEMINARS FOR THE ABLE & AMBITIOUS

1958-1968

CATSKILL AREA SCHOOL STUDY COUNCIL

RC003075

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A DECADE OF SEMINARS

FOR THE

ABLE AND AMBITIOUS

by

Robert M. Porter
Coordinator

Saturday Seminars
for
Able and Ambitious Students

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

June 1968

FOREWORD

Able youngsters in sparsely populated areas frequently suffer from isolation, are many times the butt of peer group antics, and often go unmotivated to achieve their true potential.

This account of how forty school systems in a rural region covering all of three counties and parts of three others have cooperated to meet the needs of the "Able and Ambitious" should prove an inspiration to educators.

The participation by State University College, Oneonta, New York, is exemplary in both scope and quality. Recognition of individual instructors by name would detract from the script, but it should be noted that their professional devotion made possible the success of these seminars. School administrators have devoted much time to policy formulation and evaluation contributing to the effectiveness of the seminars.

Individual recognition must be accorded the great contributions of Dr. Royal F. Netzer, President of State University College, Oneonta. His recognition of a role for the college in service to the region, his leadership in making college facilities available, and his continuing interest and concern inspired others to give their best efforts.

Dr. Robert Porter has structured this account to make it useful to others with an interest in the initiation of similar efforts. His references to procedures, evaluation, and the inclusions in the Appendices will be of practical assistance to those who want to know how to do it. The executive committee of the Catskill Area School Study Council commissioned this work in response to continued requests by U. S. educators for help in serving the needs of gifted youth in rural areas.

As schools in the Catskill area have responded to the pressures of change, so have the seminars. This report marks both the end of a decade and the beginning of a new and more exciting one. The seminars for 1968-1969 will stand taller, stretch further, and emphasize a look over the horizon at what may be by the time today's high school juniors and seniors become productively involved as technicians and professionals in a day as different from today as yesterday.

John Wilcox

ACKNOWLEDGEMENTS

I must acknowledge the splendid cooperation this program has received from all persons connected with the State University College at Oneonta, New York, where I serve as a Professor of Education. Principals, guidance counselors, and teachers of the participating schools have likewise been most helpful.

A succession of executive secretaries of the Catskill Area School Study Council - Noble Gividen, James J. Sampson, John Wilcox, and F. Douglas Bowles - have shaped and guided this developing program. Mention should also be made of the contributions of various secretaries of the Study Council office, the latest of whom, Mrs. Evelyn Lower, has devoted her outstanding talents to the preparation of the manuscript of this research study.

Robert M. Porter

TABLE OF CONTENTS

		PAGE
CHAPTER I	The Need	1
CHAPTER II	The Program	6
CHAPTER III	The Lifeblood	17
COLLECTION OF	PHOTOGRAPHS	23
CHAPTER IV	The Results	31
CHAPTER V	The Summer Seminars. Burning and Learning in the Good Old Summertime	41
BIBLIOGRAHPY		51
APPENDIX A	Seminar Selection Sheet	56
APPENDIX B	Other Saturday Seminar Courses Offered in the Past	57
APPENDIX C	Information About Applicants Sheet	59
APPENDIX D	Letter to Supervising Principals	60
APPENDIX E	Letter to Parents	62
APPENDIX F	Letter to Students	63
APPENDIX G	Role of the Departmental Chairman	64
APPENDIX H	Certificate of Merit	66
APPENDIX I	Memorandum to Instructors Concerning Evaluation Questionnaires	67
APPENDIX J	Student Evaluation of Seminar	68
APPENDIX K	Letter Announcing Evaluation Meeting	70
APPENDIX L	Memorandum to Instructors Concerning Evaluation Meeting	71
APPENDIX M	Program for Evaluation and Luncheon Meeting	72
APPENDIX N	Speakers at our Evaluation Luncheons	73
APPENDIX O	Summer Seminar Program.	74
APPENDIX P	Summer Seminar Selection Sheet.	75
APPENDIX Q	Other Summer Seminars Offered in the Past	76

LIST OF TABLES

		PAGE
TABLE I	Schools That Have Participated in the Saturday Seminar Program	3
TABLE II	Number of Students by School in the 1967-1968 Saturday Seminar Program.	9
TABLE III	Enrollment in the 1967-1968 Saturday Seminar Program	10
TABLE IV	Attendance for the Seminar Program.	13
TABLE V	Number of Different Instructors Participating in the 1967-1968 Seminar Program	15
TABLE VI	Answers of 95 Seminar Students Concerning the Highest Level of Schooling Completed by Father.	18
TABLE VII	Answers Given by 140 Seminar Students and 55 College Freshmen to the Question, "Are you Satisfied With the Kind of Person you Have Turned Out To Be"?	19
TABLE VIII	Answers of 187 Seminar Students to the Question, "How Do You Feel About Having Participated in This Seminar?".	32
TABLE IX	Answers of 187 Seminar Students Concerning Homework Assignments	33
TABLE X	Growth of the Catskill Area School Study Council's Summer Seminar Program.	41
TABLE XI	Attendance Figures for Our 1967 Summer Seminar Program	45
TABLE XII	View of 134 Students in our 1967 Summer Seminar Program Concerning Their Interest in Their Seminars	46
TABLE XIII	Views of 137 Summer Seminar Students Concerning the Instruction They Received	46
TABLE XIV	Amount of Outside Preparation That 147 Students in Our 1966 Summer Session Indicated That They Did Per Session	49

CHAPTER I

THE NEED

This is the story of how the needs of able youth in a sparsely populated rural area have been met through cooperative action. In addition, it is a chronology of superior regional relationships between a college and its service area. Tested through a decade of continuous evaluation, reevaluation and refinement, the story of this enduring relationship is presented here for the guidance of others who would initiate similar efforts to provide challenging experiences for able youth.

In the fall of 1958 sixteen central schools in three adjoining counties of rural New York State set up the Saturday Seminars for Able and Ambitious Students. This alliterative title avoided the use of the term gifted, which means many things to many people. It refers to students who are academically talented, with I.Q.'s generally between 110 and 130, and who are ambitious in that they have volunteered to give up their Saturday mornings for intellectual activity and stimulation beyond that obtainable in their local schools. (See Chapter II below for fuller description of selection procedures). This program, one of the first of its kind, was one of the facets of the Catskill Area Project in Small School Design (CAPSSD), financed for a four-year period (1957-1961) by a grant from the Ford Foundation's Fund for the Advancement of Education. CAPSSD had its central office at State University Teachers College at Oneonta - about mid-way between Albany and Binghamton, and approximately fifty-five miles southeast of Utica.

These schools average about 640 pupils K through 12. They are located in isolated rural communities. The average senior class is about twenty-seven, or sixty-three smaller than the minimum set by Conant (9). These Catskill schools were faced with the problem of overcoming limitations of size, location, and budget to provide experiences stimulating to their able students (1, 10, 13, 21, 34, 35).

One suggestion that arose early in the history of this rural schools improvement program was for use of the resources of the college - centrally located in the CAPSSD area - by sending youngsters to its campus to be exposed to the thinking of college professors, to absorb a little of the ethos of a college environment, and to brush elbows with peers from neighboring schools. Peer group influence on setting standards of performance has been frequently reported in recent literature (7, 8).

Thus it was that two seminars - one in mathematics and one in science - were set up in the fall of 1958. To these classes were invited thirty-five juniors and seniors (seventeen in mathematics, eighteen in science) from high schools in the surrounding three-county area. These students had been selected on the basis of standardized achievement tests given in June of that year. The seminars were given on the campus of the Oneonta State Teachers College (since 1961 State University College at Oneonta); the

instructors were members of the college faculty.

A humanities seminar with sixteen students was added in the spring of 1959, and a second humanities seminar in October of that year. In February 1960 a fifth seminar, social studies, was set up. There were now 115 students from twenty-four schools in the program.

For the first two years, financing was partly by the CAPSSD and partly by the participating schools. In the third and fourth years, the State Education Department underwrote it. In the fourth year, nine new schools joined the program, and provided their own financing. In the fourth year what began as an experimental program had twenty-two schools sending 115 students to five seminars, and a tuition program with nine schools sendings ninety students. This totaled, then, thirty-one schools and 205 students.

At this time, with CAPSSD a thing of the past, and with State Education Department support no longer forthcoming, the Catskill Area School Study Council (CASSC) took over full support of the program.

In the spring of 1963 a psychology seminar was added, and in the 1963-1964 academic year a second social studies seminar and a science-mathematics seminar which later became the second science class were added.

A ninth seminar, data processing, was set up in the fall of 1965, with the instructor furnished by courtesy of the International Business Machines Corporation, Endicott, New York - marking the first participation by industry in the program. A field trip was made to the IBM facilities in Endicott on one Saturday of that fall.

In the spring of 1967, a tenth seminar, expository writing, was introduced.

Sixteen schools were in the program during the first year; thirty-three are participating in 1967-1968. Forty schools in all have been a part of it (see Table I). This number includes virtually every school in Delaware, Otsego and Chenango Counties. Their average size, K through 12, is 880 students. From a humble beginning with thirty-five students, the program has grown to serving 260 students in 1967-1968.

The Saturday Seminar Program has received national recognition through references to it in such books as Schools of Tomorrow-Today (18) and Encouraging the Excellent (22), and through articles in such publications as Farm Journal (11), Gifted Child Quarterly (24), New York State Education (23), and The Superior Student (25, 26). Over the decade, educators from eighteen states have visited the Catskill area to secure first-hand information about the seminars. Educators from Alabama, New Hampshire and Texas have either visited the program or sent mail inquiries during the 1967-1968 academic year, for example.

It has served as a pilot project for similar programs elsewhere. Adirondack Community College, Hudson Falls, New York, representatives

TABLE I

SCHOOLS THAT HAVE PARTICIPATED IN THE SATURDAY SEMINAR PROGRAM

	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
1. Afton					x	x	x	x	x	x
2. Andes	x	x	x	x	x	x	x	x	x	x
3. Bainbridge-Guilford				x	x	x		x	x	x
4. Charlotte Valley		x	x	x	x	x	x	x	x	x
5. Cherry Valley	x	x	x	x	x	x	x	x	x	x
6. Cooperstown				x						
7. Delaware Academy	x	x	x	x	x	x	x	x	x	x
8. Downsville	x	x	x	x	x	x	x	x	x	x
9. Draper [1]	x	x	x	x	x	x	x	x	x	x
10. Edmeston	x	x	x	x	x	x	x	x	x	x
11. Fleischmanns		x			x	x	x	x	x	x
12. Franklin		x	x	x	x	x	x	x		x
13. Gilbertsville		x	x	x	x		x	x	x	x
14. Gilboa-Conesville						x				x
15. Grand Gorge			x	x	x	x	x	x	x	x
16. Greene				x						
17. Hancock	x	x	x	x	x	x	x	x	x	x
18. Jefferson						x		x		x
19. Kellogg [2]		x	x	x	x	x	x	x	x	
20. Laurens		x	x	x	x	x	x	x	x	x
21. Margaretville	x	x	x	x	x	x	x	x	x	x
22. Milford	x	x	x	x	x	x	x	x	x	x
23. Morris	x	x		x	x	x	x	x	x	x
24. Mt. Upton				x	x	x	x	x	x	x
25. New Berlin	x	x	x	x	x	x	x	x	x	x
26. Norwich					x					
27. Oneonta				x	x	x	x	x	x	x
28. Oxford Academy										x
29. Otego [3]		x	x	x	x	x				
30. Richfield Springs	x	x	x	x	x	x	x	x		
31. Roxbury	x	x	x	x	x	x	x	x	x	x
32. Sherburne-Earlville				x	x	x	x	x	x	x
33. Sidney				x	x				x	x
34. South Kortright	x	x	x	x	x	x	x	x	x	x
35. South New Berlin				x	x					
36. Springfield	x	x	x	x	x		x	x	x	x
37. Stamford						x	x	x	x	x
38. Unadilla-(Unatego from 1965 on)		x	x	x	x	x	x	x	x	x
39. Walton				x	x	x	x	x	x	x
40. Worcester	x	x	x	x	x	x	x	x	x	x
Totals	16	24	23	33	34	32	30	32	30	33

1. Schenevus, New York.
2. Treadwell, New York. Merged with Delaware Academy and Central School in 1967-1968 school year.
3. Merged with Unadilla to form Unatego Central School in 1964-1965 school year.

visited our program around 1961, and in 1963 began its annual high school enrichment program for junior and senior students in Warren, Washington, and Saratoga Counties (30).

Ulster Community College, Kingston, New York, began in February 1967 an intellectual enrichment program for over 100 area high school juniors and seniors, called the Saturday Collegiate Program. There were four seminars in science and social studies running for ten Saturdays from 10:00 A.M. to Noon (32). The coordinator was a former staff member at State University College, Oneonta, had taught in our program here, and obtained various forms and outlines to use as guidelines in setting up his program.

There are many examples of secondary school - collegiate cooperation in New York State alone. An "Adventures in Thinking" program for Livingston County students began about ten years ago at the State University College (SUC) at Geneseo. About 1961 Cortland SUC began Saturday courses for high schoolers, and now offers a six weeks summer program in reading, study, and language skills for college-bound students, at the college's summer camp. Dutchess Community College has offered an enrichment and college orientation program with nine weekly two-hour sessions on Saturday mornings since 1961. Staten Island Community College in the fall of 1961 began its annual series of lectures for high school students. Cobleskill Agricultural and Technical Institute instituted in the fall of 1963 an eight-session orientation and enrichment program for seventy students from nine schools. Study skills, adjustment to college, and introduction to college are stressed. Nassau Community College began in 1964 a program of fourteen lectures covering a variety of fields. In 1966 there began a series of lectures in psychology, biology, and foreign language at Nassau Community College, Garden City, New York, for academically talented area high schoolers. Serving as an introduction to college-type courses, the discussion began March 31 and ran through May 12 (31). Rockland Community College and the school districts of the county offer a high school enrichment program.

In addition to these school-college programs are such programs as Rockland County's South Orangetown Central School District which offers an interesting Saturday Seminar Series (16, 29). This project draws upon an unusually rich pool of talent - anthropologists, seismologists, lawyers, geophysicists, artists, etc. - residing in the community for instructional leadership.

How Frequent Are Such Seminars As Ours?

How common are Saturday Seminars for above-average students? Not very. The following chart adapted from a recent National Education Association Bulletin (19, p. 21) is illustrative.

Secondary School Saturday Morning Enrichment Classes

For all systems enrolling 300 or more pupils	School Systems by Enrollment Group		
	25,000 or more	3,000--24,999	300-2999
4.4%	16%	6.8%	3.4%

The larger the school system the more often are Saturday enrichment classes provided. Overall, they occur in 4.4% of all systems with 300 or more pupils. Only 3.4% of small systems the size of those in our program provide them.

CHAPTER II

THE PROGRAM

The Catskill region's Saturday Seminars have grown from two seminars at the outset (fall 1958) to nine at the start of the tenth academic year (fall 1967). There are twenty sessions, beginning the last Saturday in September and concluding in the following April. Several Saturdays were excluded because of College Board exams and vacation periods.

Most seminars meet for ten sessions during the fall or spring semester; some meet for twenty sessions. All run from 9:30 A.M. until 12:00 Noon, with a fifteen-minute break at mid-point.

In February of each year, the coordinator asks all academic departments of the college to submit proposals for seminars for the ensuing year. These proposals are based on competency and interests of staff members, and on interests expressed by participating schools in our yearly evaluation sessions (see "We Meet to Evaluate" section in Chapter IV below).

When candidates for the next academic year's seminars come for testing each May (see below in this Chapter under "Selection Procedure"), they choose the seminars in which they will participate (see Appendix A).

The following seminars were offered in 1967-1968:

Full Year Seminars (Twenty Sessions)

Communication in the Arts - designed to acquaint the student with man's creative achievement in a variety of areas and to stress the "commonalities" of the humanities.

There are short units on music, oral reading, drama, philosophy, short fiction, speechmaking, poetry, art, writing, and film.

Mathematical Vignettes - This seminar presents a program consisting of a series of lectures largely discrete and independent of each other. Topics include Errors in Reasoning, Euclidean and Non-Euclidean Geometry, Symbolic Logic, Set Theory, Boolean Algebra, Matrices, Induction, Number Theory, Infinity, and some Elegant Proofs.

Fall Semester Seminars (Ten Sessions)

Introduction to Data Processing and Computing - A brief introduction to unit record equipment, basic computer concepts, introduction to fortran, and fortran programming. This group meets for six sessions. The instructor is furnished by courtesy of the International Business Machines Corporation, Endicott, New York. When the seminar was introduced in the fall of 1965, it centered on data processing.

Instruction concerning computers was added two years later. (Beginning in September, 1968, this seminar will be instructed by the newly-appointed Director of the College's Computer Center, and will meet for ten sessions).

Psychology - The purpose of this seminar is to acquaint the student with the broad field of psychology, its methods and the different areas with which it is concerned. Among the areas considered are: Psychology as a science, biological bases of behavior, influences of environmental forces on behavior, learning, perception, psychotherapy, and intelligence. Enough students elected this course so that two sections were needed.

The History of the United States from 1928-1945 - There is presented a detailed analysis of the causes of the depression, Hoover's reaction to the economic crisis and the election of Franklin D. Roosevelt. Attention is given to the financial, agricultural, welfare and relief policies of the New Deal, and to the reasons for the conservative reaction in 1938.

Problems of Contemporary Latin America - A survey of Latin America today. A consideration of the historical factors influencing contemporary Latin America and an examination of the geography, population characteristics, social structure, economic development, education, politics and government, and foreign relations of Latin America.

Organic Chemistry - This seminar surveys the various classes of organic compounds. Laboratory work stressing preparation, reactions, and properties of the different types of organic compounds. The laboratory work involves the basic experimental techniques employed by organic chemists.

Biology - This program consists of the development of a variety of biology laboratory and field techniques. Students get considerable experience in the use and proper handling of equipment. Emphasis is placed on problem-solving and project methods. The use of scientific literature is explored in one or more laboratory periods. Six topics are stressed: plant and animal ecology, insects microbiology, embryology, ornithology, and use of library resources. There will be laboratory work with specialized equipment.

Expository Writing - This seminar stresses the development of clear, effective communication of ideas through essay writing. Review of punctuation and mechanics. Study of the various elements of a composition. Frequent prepared and inpromptu written assignments based on topics of interest to young people after class discussion.

Spring Semester Seminars (Ten Sessions)

Psychology - Repeated for a different group of students.

History of Modern Russia - This course gives a brief background sketch of Russian history before 1917 but it stresses the

revolutions of 1917 and the developments of the Soviet period with some attention to contemporary USSR.

Current Economic Problems - Introduction of basic economic principles via the study of economic problems selected by seminar students from among the following: inflation, unemployment, growth, balance of payments, poverty, foreign aid, planning vs. laissez-faire, agriculture, fiscal policy, monetary policy, concentration of economic power.

Earth Science - The seminar deals with meteorology. Emphasis is placed on laboratory experiences enabling students to gain understanding of meteorological instruments and charts. Topics include weather observations, instruments, weathermaps, the pseudo-adiabetic diagram, plotting of weather data, analysis of weather data, and introduction to climatology.

Space Science - The seminar deals with the application of modern scientific method to the exploration of space, with special reference to existing national programs for exploration of the moon and planets. Lecture subject include The 2000 Years Before Sputnik, The Earth, Solar System and Outer Space, Sir Isaac Newton and the Space Age, Orbital Mechanics, Lunar Selenology, The Space Craft and Its Subsystem, Space Propulsion, The U. S. Manned Space Programs, Life Support Systems, Scientific Satellites, Applications Satellites. Excellent U. S. Air Force and NASA films are shown.

Expository Writing - Again in the spring semester for another group.

Other courses which have been offered during the ten-year history of the seminar program are indicated in Appendix B.

Of interest in our future plans is a seminar to be called Century 21, to be offered in the fall of 1968. During its ten sessions experts from both on-campus and off will discuss such topics as organ transplants, the American home circa 2000 A.D., instant credit by computer, the population explosion, space exploration, lunar selenology, CAI, and criminology in the future.

Our Student Population

Two hundred and sixty different youngsters from thirty-three schools, an average of about eight per school, took part in this 1967-1968 program (see Table II). Fifty percent are seniors, forty-four percent are juniors, and six percent are sophomores.

The average combined enrollment in grades eleven and twelve from which our seminar students predominately come is 117. So the seminar program serves about six percent of the junior and senior classes of the participating schools.

The average number in each seminar in 1967-1968 was twenty-one. About forty percent were boys. This sex predominates in the science and mathematics seminars; girls are more numerous in other classes (see Table III).

TABLE II

NUMBER OF STUDENTS BY SCHOOL IN THE 1967-1968
SATURDAY SEMINAR PROGRAM

School	Fall 1967	Spring 1968	Total Number Of Different Students
Afton	1	0	1
Andes	8	6	8
Bainbridge-Guilford	8	9	12
Charlotte Valley	2	5	7
Cherry Valley	4	1	4
Delaware Academy	18	17	18
Downsville	3	1	3
Andrew S. Draper	10	10	11
Edmeston	19	17	19
Fleischmanns	2	0	2
Franklin	1	0	1
Gilbertsville	9	0	9
Gilboa-Conesville	1	1	1
Grand Gorge	3	1	3
Hancock	8	7	10
Jefferson	1	1	1
Laurens	1	5	5
Margaretville	5	4	5
Milford	11	11	12
Morris	5	2	6
Mt. Upton	3	3	4
New Berlin	9	9	11
Oneonta High School	5	2	6
Oxford Academy	0	4	4
Roxbury	3	2	5
Sherburne-Earlville	8	8	10
Sidney	25	9	34
South Kortright	4	0	4
Springfield	5	4	7
Stamford	3	3	3
Unatego	16	13	18
Walton	8	7	10
Worcester	6	5	6
Totals	215	167	260

TABLE III

ENROLLMENT IN THE 1967-1968 SATURDAY SEMINAR PROGRAM

	Fall 1967		
	Boys	Girls	Total
Data Processing and Computing	14	11	25
Communication in the Arts	5	20	25
Expository Writing	1	15	16
Mathematical Vignettes	14	5	19
Psychology - Section A Sophomores and Juniors	12	24	36
Section B Seniors	3	16	19
History of the United States 1928-1945	10	14	24
Problems of Contemporary Latin America	4	16	20
Biology	11	11	22
Organic Chemistry	5	4	9
Totals	79 (37%)	136 (63%)	215

	Spring 1968		
	Boys	Girls	Total
Communication in the Arts	4	16	20
Expository Writing	4	12	16
Mathematical Vignettes	12	5	17
Psychology	7	20	27
History of Modern Russia	6	19	25
Current Economic Problems	6	12	18
Earth Science	15	8	23
Space Science	19	2	21
Totals	73 (44%)	94 (56%)	167

Selection Procedure

Students, predominately those who will be high school juniors and seniors, are selected on the basis of:

a. Scores made on the qualifying test given at the college on the first three Saturdays in May.

We have used the Sequential Tests of Educational Progress (STEP), and currently use the School and College Ability Tests (SCAT). Both are published by the Educational Testing Service of Princeton, New Jersey. Students may take the test on any of the three dates. This does away with conflicts with other commitments that used to plague applicants when we tested only on one date. We choose members of mathematics, science, and data processing and computing seminars partly on the basis of high Q scores; applicants for humanities, expository writing, psychology, biology and social studies seminars should have high V scores. They must be in the top quartile on national norms for SCAT.

b. Recommendations from high school principals, guidance counselors, and teachers as to academic ability, marks, drive and overall estimated ability to profit from the seminar experience.

Each April Information About Applicants forms (see Appendix C) are sent to the schools to obtain this information. An accompanying letter from the Coordinator of the Seminars carries comments such as the following:

> We are interested in your comments concerning the drive and motivation of your applicants. Does he have a built-in self-starter? Is he curious-hungry for knowledge? Will he get out of bed at 7:00 A.M. on a cold winter morning after a hard basketball game the night before? Will he drop out after three meetings? Will he produce results or rationalizations?
>
> As you of course realize, criteria indicated up to this point favor the achiever, the bright conformist, the student who has "arrived." We might be overlooking a good bet if we forget the creative rebel, the non-conformist, the late bloomer, or the student who has unusual ability in one narrow area. Neither Churchill or Twain liked school. Edison was called stupid by his teacher. The recipient of a top Westinghouse Science Scholarship recently was a seventeen year old specialist in ring doves. So if you have a few whom you think fall in the general category described in this paragraph, you may wish to include them also.

Entered on these forms are the names of all students who wish to apply. Comments are candid; sometimes the school does not recommend them. A principal or counselor may comment, "Johnny, I

think, is not a good risk. I doubt that he will be motivated enough to get out of bed in time to catch the bus."

c. Standing in his class.

d. Scores achieved on other standardized tests. (The I.Q. tests most commonly given in this area are the California Test of Mental Maturity, Otis, Hemmon-Nelson, and Lorge-Thorndike.)

The selection is made by the Coordinator of the Seminars (see Appendices D, E, F). The school principals are happy to be able not to assume this responsibility. Selection by a non-partisan, non-local agent adds an impersonal touch that usually assuages unhappy parents of those not chosen.

Over the years increasing flexibility of student choice has been added to the program. On this testing date, each youngster is given a sheet (see Appendix A) on which he can record his first, second, and third choice.

Attendance

Attendance is always better in the fall semester. In the fall it has varied from 82.7 to 89 percent, in the spring from 66.6 to 81.1 percent (see Table IV).

Transportation

Transportation is provided by the schools. This if often a cooperative venture, with a bus from an outlying area picking up students from other schools along the way.

Administrators and teachers report that there is considerable hometown prestige involved in being a seminar member. Press items of successful scholarship applicants sometimes include mention of seminar participation.

Instructional Services

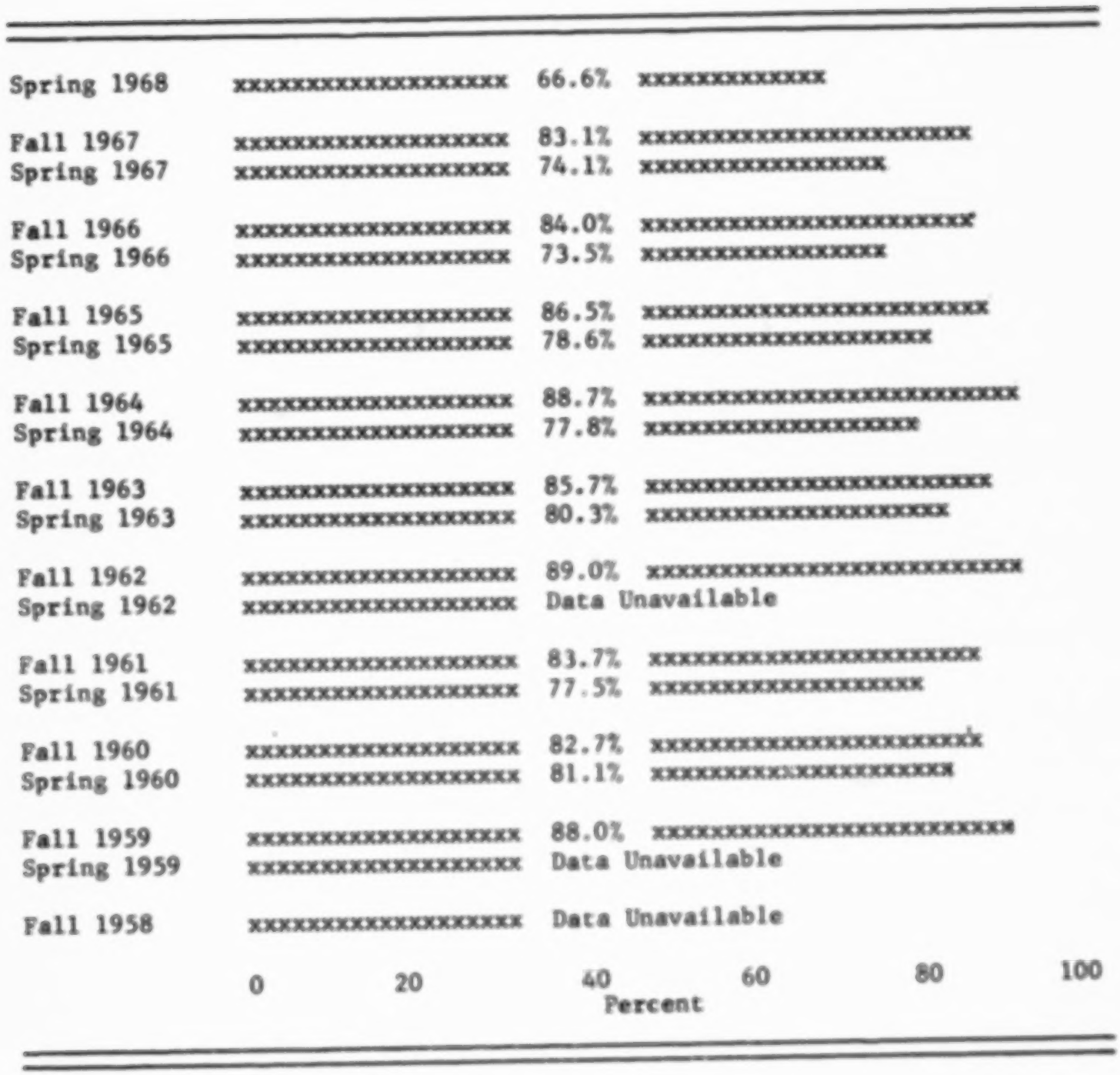
Instruction is provided by college and industrial personnel who volunteer an interest in working with "able and ambitious" high school youth.

Instructors receive $40.00 per session (increased from $35.00 in September 1967). Some teach just one session; others teach the whole semester's series of ten sessions. Thirty-eight members of the college faculty plus an instructor from IBM served as instructors in 1967-1968 (see Table V). The work of these people is coordinated by heads of the various college academic departments. (see Appendix G for more detail.)

$75.00 is allotted for supplies for each ten-session seminar, and $50.00 for clerical help. If the instructor prefers, the total $125.00 may be used for supplies. These figures are doubled for full-year, twenty-session classes.

TABLE IV

ATTENDANCE FOR THE SEMINAR PROGRAM



Costs

In 1958 the cost was $30.00 per pupil per semester. This was later raised to $35.00, and as of September 1967 to $37.50.

All schools except one pay these fees; one school district asks the parents of each pupil in the program to pay initially. If the pupil completes the program successfully (that is, attends for eighty percent of the meetings), the district reimburses the parents. There have been a few instances in the past where a school district board voted not to underwrite the costs; in those cases parents footed the bill with no reimbursement.

The costs per year per school have varied from $37.50 (for one pupil for one semester) to $2500.00.

Rationale

There are no examinations, no compulsory assignements, no grades given. In some seminars there are suggested assignments, a written composition in Expository Writing, the reading of Medea in Communication in the Arts, for example. Some instructors would like to make mandatory assignments, but the feeling of the Study Council's Board of Directors has been against this. Our students are already the busiest individuals, the leaders, the get-up-and-go-people of their schools. It is the philosophy of this program that no further burdens should be placed on them. In the words of a recent publication on the gifted, "many highly capable and talented students are over-scheduled and excessively programmed in and out of school to the extent that individuality is submissive to adult-directed performance" (5, p. 29).

This is a "head stretching," "mental hotfooting" rural enrichment program designed to offer courses and experiences that small high schools cannot provide. We can say with Hildreth that what our youngsters need is not an array of high school subjects but "explorations in realms of knowledge that provide readiness for later academic work...characterized by increased range and depth as well as great variety in the way in which different enterprises are carried out" (14, p. 58).

No college credit is received from these seminars. A diploma (see Appendix H) is given for successful completion of the course, which means only that a student has attended seventy percent of the sessions. There are no excused absences. To get a diploma a student must be present for eight of the ten sessions of a one-semester seminar, for sixteen of the twenty sessions of a two-semester seminar. It is recognized that there are many conflicts, many competing interests, many other demands on these able and ambitious high schoolers. Participation is entirely voluntary. For some eligible youngsters, it is no doubt better that they spend their Saturday mornings in other pursuits. They must make choices.

TABLE V

NUMBER OF DIFFERENT INSTRUCTORS PARTICIPATING
IN THE 1967-1968 SEMINAR PROGRAM

	Fall 1967	Spring 1968	Number of Different Instructors
Data Processing and Computing	1		1
Expository Writing	1	1	2
Communication in the Arts	5	5	10
Mathematical Vignettes	2	3	3
Psychology, Fall - Section A	9		9
Section B	9		
Psychology, Spring		9	
History of the United States 1928-1945	1		4
Problems of Contemporary Latin America	1		
History of Modern Russia		1	
Current Economic Problems		1	
Biology	5		10
Organic Chemistry	2		
Earth Science		1	
Space Science		2	
Totals	36	23	39

A Visit to Some Seminars

Let's look in on these seminars on a typical Saturday morning (23). Here one humanities group is doing choral reading of Vachel Lindsay's "The Congo." Groups of two or three are reading special parts. Another humanities section may be looking at architectural slides and hearing a discussion of the Golden Mean, or it may be listening to the "Requiem Mass" as conceived by Mozart, Cherubini, Fauré, Berlioz and Verdi.

A few doors away the participants in the social studies seminar who are studying the Middle East are seated around a large table covered with shawls. The instructor, whose years of teaching include time at Roberts College and the American University of Beirut, is asking, "Where do you think these were made?" After guesses of Iran and Iraq, he comments, "These are frauds! They were made in Paisley, Scotland! Not all copying these days is by East from West!" To a question, "What do Middle Easterners think of America?" his reply, "They hate you!" may open the eyes of youngsters whose horizons need some expanding.

Or perhaps Iraq's Said Ahmet is holding forth as guest speaker. Currently a student in a local high school, he is telling his American peers of a tempestuous life quite foreign to that lived in rural New York.

"Any questions?" Hands go up. "How were you treated as a political prisoner in an Iraqui jail?" "I prefer Oneonta, New York." "How do you tell the direction of Mecca when you are traveling?" "By a compass on my hotel room floor."

Now we come to the mathematics specialist. Non-Euclidian geometry is the topic. Through a given point can only one line be drawn parallel to another line? Not at all, says Lobachevsky, and the iconoclastic instructor explains, "You name a law and we'll find a place where it fails. One plus one doesn't always equal two; the parts sometimes total more than the whole." You could feel the stimulation, the thrill of new ideas in the pupils' minds.

In the science classroom are large maps and the conversation reflects the course theme of meteorology. The group is planning a field trip to the weather station at Griffiss Air Force Base, with transportation provided by one school, at a very nominal cost to students involved.

CHAPTER III

THE LIFEBLOOD

"Saturday's the day I looked forward to more than any other" says seventeen-year-old Evely Fairbairn, President of the Margaretville Central School student association. Singer in the school chorus and fine flutist, she was a member of the first mathematics seminar in the Saturday program.

"She was interested in everything under the sun," the instructor recalls. "Among other things we touched upon Boolean algebra, in which one deals with collections of abstract things instead of numbers. We talked about set theory, which usually is reserved for graduate students, introduced calculus, and had some fun with number theory. Like the other high school youngsters at the seminar, Evelyn was head and shoulders above most of my college students as a mathematician" (18).

About 1200 students in addition to Evelyn have been in the Saturday Seminar Program. This chapter will discuss (1) why they wanted to be in the program, and (2) what they were like.

Why Do Students Choose To Be In Our Program?

High schoolers in the Catskill area elect to participate for several reasons. But let them tell it, from their answers on evaluation questionnaires at semester's end.

"I joined because my teachers advised me to."
"I joined because other students told me it was an interesting course."
"I felt that this seminar experience would augment my high school courses."
"I joined to learn about subjects not taught in high school."
"I wanted to socialize and meet other students."
"My parents wanted me to."
"I joined because I thought the course would be good for me and help me in my college career."
"It was an interesting challenge (to study) things that are not taught to a great extent in a regular school."
"I joined because I believed it (Communications in the Arts) would help me gain a better outlook on life."
"I'm planning to be a marine biologist and I'm trying to get all the science background I can."
"I wanted the opportunity for some lab work that would be impossible in my school."
"I joined to take advantage of the opportunity to sample college-type methods and to use college facilities, and to gain specialized knowledge..."
"I was an exchange student to Chile this past summer and I wanted to learn more about Latin America."

If a numerical designation of the relative importance of these answers is helpful, here is how our students in the fall of 1964 chose among five alternatives in answering the question, why did you become a member of this seminar? (1 equals most important; 5 equals least important)

to gain knowledge	1.49
to help prepare for college	1.80
to socialize and meet other students	3.37
other reasons	3.71
parents wanted me to	4.00

But not all eligible able and ambitious youngsters attend the seminar program. In a study by Rusch (28) some of the reasons they gave were: 1. the need to work to earn money on Saturdays, 2. no transportation from home to school where they get the bus to Oneonta, 3. desire for free time on Saturdays, 4. conflict with other school-connected activities. These are all legitimate reasons; better it is that some qualified youngsters do not give up their Saturdays (sometimes from 7:00 A.M. until 1:00 P.M.) to come to Oneonta.

In addition, there are of course some able teenagerswho are not ambitious.

What Are They Like?

To answer this, we have from time to time asked our students questions about themselves. From an item as to occupation of the breadwinning parent, we found that twenty-nine percent could be categorized as businessman, twenty-seven percent as farmer, twenty-six percent as professional, eighteen percent as laborer.

Another question sought information as to the highest level of schooling completed by the father. Nearly half (forty-four percent) of the fathers (see Table VI) of our seminar students attended college. This is certainly a much better intellectual and academic background then that enjoyed by the average student in our high schools today.

TABLE VI

ANSWERS OF 95 SEMINAR STUDENTS CONCERNING THE HIGHEST LEVEL OF SCHOOLING COMPLETED BY FATHER

Less than 12 years	32%
High school graduate	22%
Attended college	7%
Graduated college	19%
Attended graduate school	5%
Master's degree	11%
Beyond master's	2%
I don't know	1%
No answer	1%
	100%

These parents were probably of college age in the late thirties or early forties. About fifteen or twenty percent of those of college age in 1940 were in college (4, 27). It is generally accepted that the value pattern of the home is of overwhelming importance in motivating children in academic pursuits (2).

However, as one school administrator points out, it is far more significant that for almost one-third of the students involved, their fathers never even finished high school. Comments Robert D. Lynch of Delaware Academy and Central School, "if, generally, drop-outs breed drop-outs who breed drop-outs, etc., then the Able and Ambitious Program has already fulfilled one of the crying needs of American education by taking these youngsters and further motivating them."

Another question sought information concerning satisfaction of the person with himself. The same question had been asked of members of a freshman education course at State University College at Oneonta by this writer. Answers revealed interesting difference (see Table VII). Seminar students were somewhat less satisfied with themselves. Various interpretations are possible. Ignorance is bliss. The freshmen were less able, as a group, than our "Saturday Scholars." Another possible interpretation is that the seminar students are somewhat more creative. "Something less than complete satisfaction with oneself, if not a pre-requisite for the development of a rich inner life and a concern for things of the mind and spirit, may nevertheless play an important contributory role" (15). Furthermore, some fail to recognize their own high potential*, a problem unique to the gifted (17, as mentioned in 5, p. 4). Some become frustrated over the discrepancy between their intellectual conception of what could be done and their own inability to do it (33, as mentioned in 5, p. 4).

TABLE VII

ANSWERS GIVEN BY 140 SEMINAR STUDENTS AND 55 COLLEGE FRESHMEN TO THE QUESTION "ARE YOU SATISFIED WITH THE KIND OF PERSON YOU HAVE TURNED OUT TO BE?"

	140 Seminar Students	55 College Freshmen
Extremely satisfied	1%	2%
Satisfied	41%	56%
Half and half	49%	40%
Dissatisfied	6%	2%
Extremely dissatisfied	3%	
	100%	100%

*Some do. One boy from Sherburne Central School as a junior participated in our Data Processing Seminar. Interested in computers even before that, he followed up that interest and as a senior was hired by his school to set up every students' program by computer, using equipment at Colgate University nearby.

To the query, "What do you like best about yourself", most frequent answers were "being friendly", "being respected and well-liked." Other comments included "I am able to digest quickly and easily a new piece of knowledge"; "I am able to do certain things with ease that most people find difficult"; "I am able to convince others everything is all right when it isn't"; "I'm not narrow-minded"; "I am able to get along with most people"; "I find myself always on committees helping others"; "I am curious and not afraid to ask questions"; "My realization of other people and their feelings"; "My enjoyment of reading"; "My quick wit, my physique, my brains, my energy and my modesty".

What do you like least about yourself? "My temper, etc.", "I talk too much", "My jealousy", "My lack of social confidence", "The things I don't tell my parents", "My appearance", "I talk behind peoples' backs", "I am in so many activities that I can only do good work instead of excellent work in one or two activities".

So here we have a self-written description of the gifted student, which could have come right from the pages of Terman, DeHann and Havighurst, or Drews.

To shed some light on rural teen-agers' views and activities in mid-decade, here are some answers to questions posed them on December 12, 1964:

a. Who in your opinion is the world's greatest living person?

Name	Number of times mentioned
Winston Churchill	51
Albert Schweitzer	26
Pope Paul VI	6
Dwight Eisenhower	5
President Johnson	5
Barry Goldwater	5
Jacqueline Kennedy	4
Billy Graham	4
Myself	3
Helen Keller	3
My father	3
Martin Luther King	3
Robert Kennedy	2
U Thant	2
Charles DeGaulle	2

The following were mentioned once:

Orson Welles, Moise Tshombe, J. D. Salinger, S. Freud, Leonard Bernstein, Walt Disney, Sandy Koufax, Harry Truman, Mickey Mantle, My math teacher, Justice Warren, Jean Paul Sartre, John Steinbeck, Joseph Kennedy, My principal, Jonas Salk, Eamon DeValera, My mother, Werner VonBraun, Jesus Christ, The person who can provide the correct answer to this question.

b. What is the most interesting book you have read in the past year?

Book	Number of times mentioned:
Lord of the Flies	9
Catcher in the Rye	8
To Kill A Mockingbird	5
Gone With The Wind	5
War and Peace	4
Profiles in Courage	3
Grapes of Wrath	3
Travels with Charley	3
Hawaii	3
Black Like Me	3
The Agony and The Ecstasy	3

The following were mentioned once:

Stranger in a Strange Land
Animal Farm
Franny and Zooey
For Whom the Bell Tolls
Silent Spring
Rabble in Arms
Jane Eyre
The Scarlet Letter
Exodus
The Ugly American
Starship Troopers
Hamlet
Bible
A Man Called Peter
Ethan Frome
Advice and Consent
The Rise and Fall of the Third Reich
1984
On the Beach
Crime and Punishment
Wuthering Heights

c. What is the most interesting place you have ever visited? (The following are those mentioned more than once).

Place	Number of times mentioned:
New York City	43
Washington, D.C.	17
Albany	16
Europe	6
Gettysburg	4
Florida	4
Yellowstone Park	3
Cooperstown Museums	3
Antietam, Maryland	2
Any library	2
Williamsburg, Virginia	2
California	2
Grand Canyon	2
Philadelphia	2
Disneyland	2
Howe Caverns	2

d. How much money do you expect to be making when you are fifty years old?

No idea	21	$1,000 - $5,000	14
Enough to support family	14	$5,001 - $10,000	41
My husband will be working	11	$10,001 - $15,000	19
Expect to have it made	8	$15,001 - $20,000	9
Very little	6	$20,001 - $30,000	1
Expect to retire	5	$30,001 - $50,000	13
Don't plan to work	1	$75,000 - $100,000	3
I only hope I live to be 50			

e. Did you receive any values from this seminar different from those you expected?

"Yes, I found that being able is not something to be either snobbish or shy about".
"Yes, I learned that hasty assumptions should not be made".
"Yes, I learned how to pick ideas apart and how to play cards better on the ride down here".

f. What do you plan to major in in college?

	Number of Times Mentioned
Science	28
Mathematics	9
English	8
Liberal Arts	7
Engineering	7
Languages	7
History	5

Other answers were "undecided" or were various subject areas chosen less than five times.

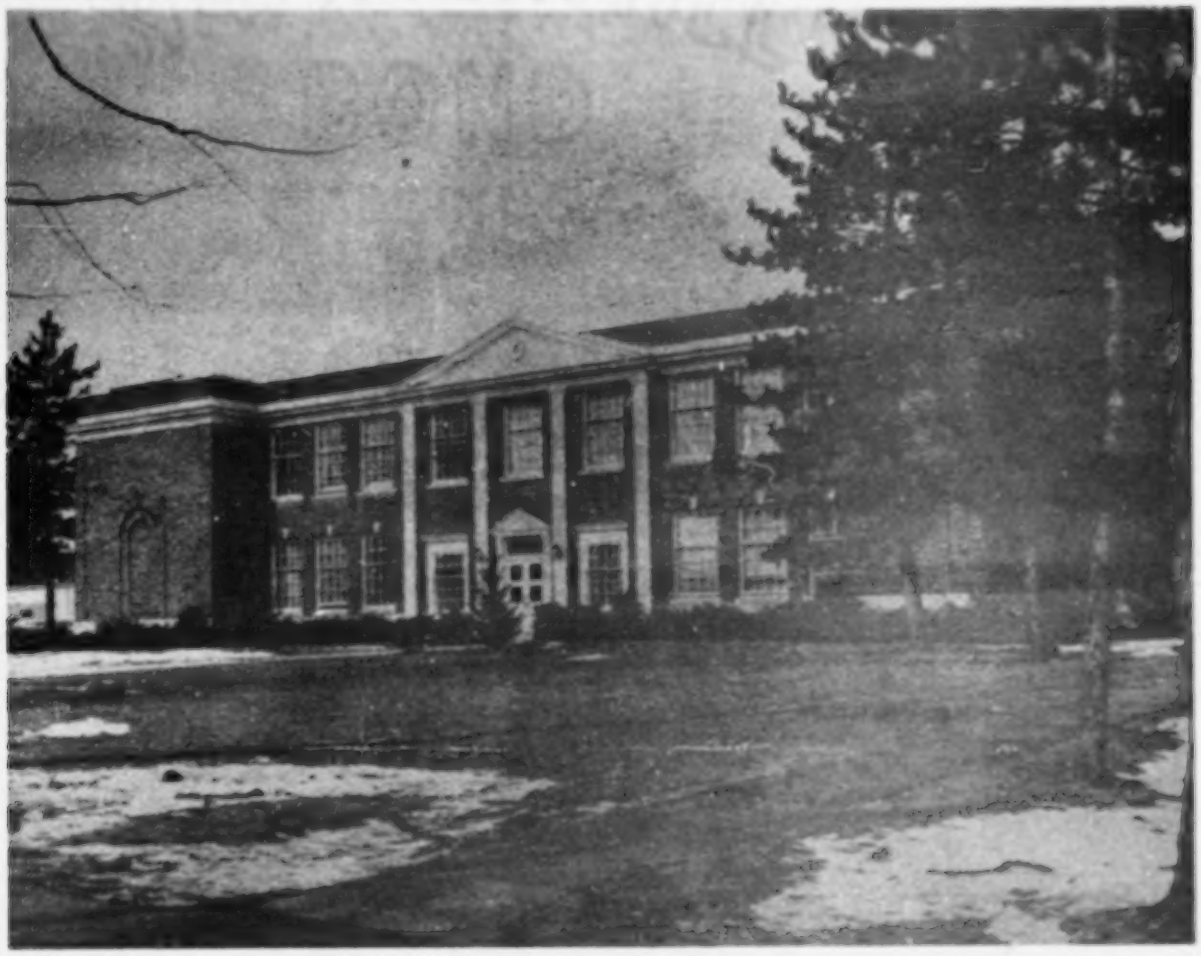
g. How do you find your high school classes in general?

Thirteen percent said very stimulating, fifty-five percent generally stimulating, nineteen percent so-so, seven percent generally not very stimulating, six percent very dull.

h. Please rate the following topics in the order in which you find them most on your mind:

	Total Number of Responses:					
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice
What you plan to do in life	108	31	11	8	2	0
Studies	36	84	34	6	0	0
Sports	6	8	18	45	48	35
Television	0	1	7	23	45	84
National & World Affairs	6	33	66	30	15	10
Dates	6	6	24	51	45	28

COLLECTION OF PHOTOGRAPHS



OUR PROGRAM SERVES SCHOOLS SUCH AS THESE

THE LOCALE OF THE SEMINARS--
EMERGING CAMPUS OF
STATE UNIVERSITY COLLEGE
AT ONEONTA

STUDENTS ARRIVING
FOR SATURDAY CLASSES

HOME OF OUR
SCIENCE SEMINARS

A CLASSROOM BUILDING

THE NEW FINE ARTS BUILDING

THE QUADRANGLE

A POINT IS MADE
IN THE SPACE SCIENCE SEMINAR

DATA PROCESSING

PROBABILITY & STATISTICS

SIGN OF THE TIMES--
IN A TELEVISION PRODUCTION
SEMINAR

SIGNATURES & SHIRTTAILS

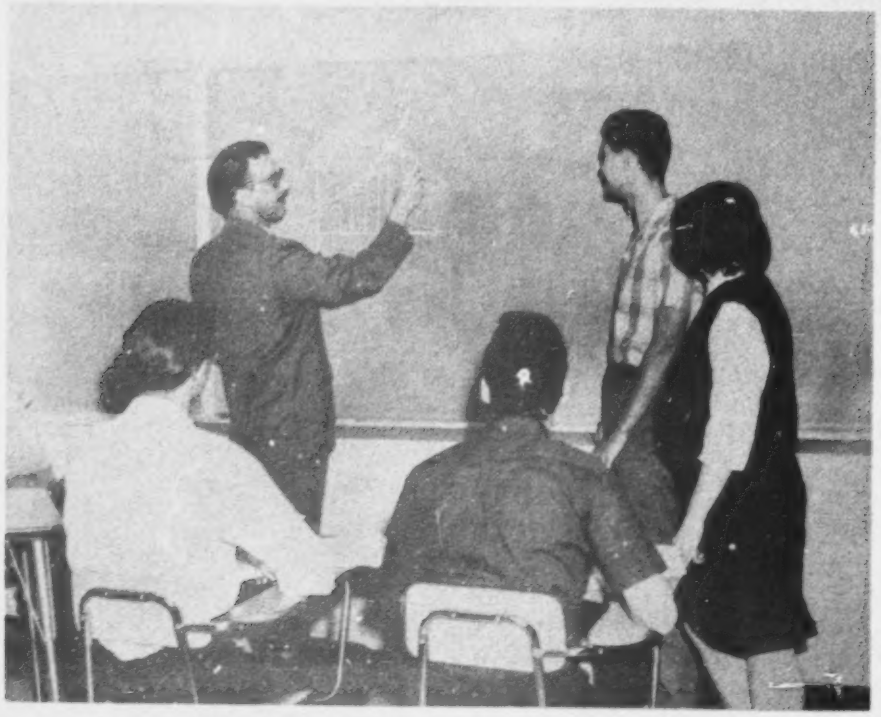
A SUMMER SEMINARS
SWIM DURING
A BETWEEN--CLASSES BREAK

CHINESE CIVILIZATION
EXPLAINED

GEOLOGY IN THE SUN

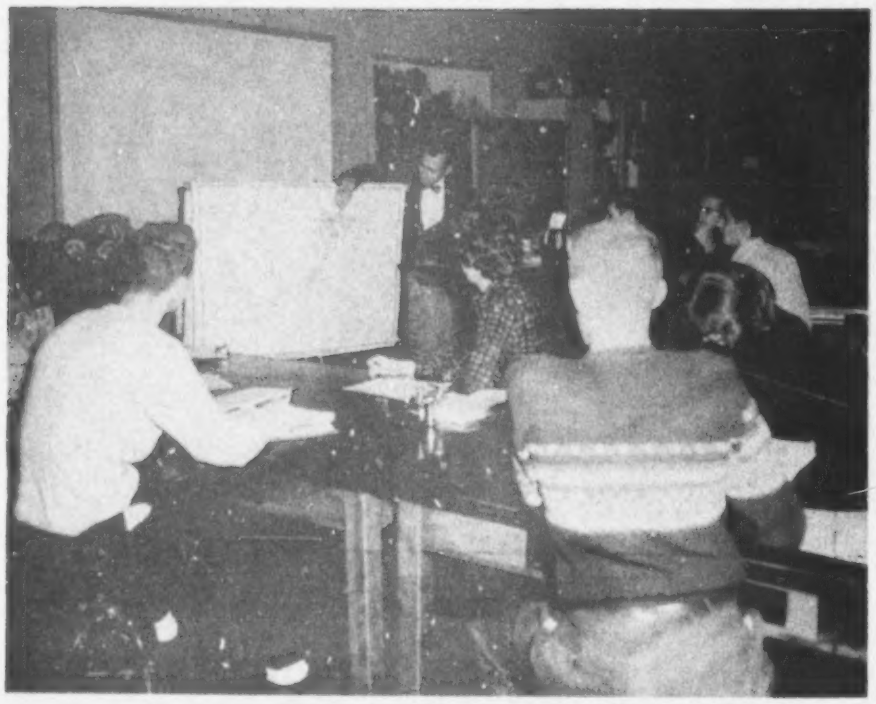
JE SUIS, TU ES, IL EST...

MATHEMATICS
ON A SATURDAY MORNING



AN ECOLOGICAL
COMPUTATION

A LABORATORY SESSION
IN METEOROLOGY



CHAPTER IV

THE RESULTS

The most important part of programs for the intellectually able, and the hardest to accomplish, is the evaluation. Relatively little of it has been done. There is no mention of it in the volume on Administration in the National Education Association's Project on the Academically Talented series (20). Evaluation involves such questions as, are the results worth it? Did the program make a difference? That our program has survived and thrived, that it has lived for a decade, is some indication that it has filled a need. But how can we tell whether our students were not merely entertained, but come out of our program better then they went in?

One recent authority writing on evaluation of special programs of education for the intellectually able comments that results are overwhelmingly in favor of the programs. Questionnaires and ratings by participants and teachers are the usual method, and conclusions are subjective. A lack of adequate measuring devices and of accepted criteria makes appraisal difficult, he goes on to say. But those involved feel these special programs "are providing valuable educational experiences amply justifying the cost and trouble involved" (6).

We know that our seminars do not influence more of the participants to go to college than otherwise would go. Almost every student questioned in a recent study (28) said he or she was planning on higher education even before the Saturday experience. But there is an occasional exception and evidence of dramatic impact on the very lives of students. One administrator likes to tell about Ada, high-ranking merit scholarship contender. "It wasn't until after she had been in the science seminar and was following it up with the mathematics seminar that Ada contemplated college. She ended up by winning a college scholarship for $2,000 a year for four years" (11, p. 70H).

Parents too are affected. Farm Journal's Richard Davis quotes the mother of a shy little farm girl in the science seminar. That class is the biggest thing that ever happened in her life. But then my husband and I have said it's about the biggest in ours too. Her teacher says she must go to M.I.T. and we've been figuring out how we can do a better job of farming so we can send her there.' That's teaching that makes a difference" (11, p. 70H).

We have made no study of what seminar "graduates" think of the program after a year, or five years, or ten. We have studied the college records of a sample of our students (see below), but attribution of good or not good records to seminar influence is extremely tenuous.

What we do have is ample evidence of how (a) students and (b) instructors feel about the seminars at their conclusion (see Chapter V), and how (c) school administrators, counselors and teachers view them.

Student Opinions

Evaluation questionnaires (see Appendix J) filled out by students at semester's end have told us many things. A question asked in December 1965 (see Table VIII) indicated that somewhat more than eight in ten felt that the seminars had been very stimulating or a quite valuable experience.

TABLE VIII

ANSWERS OF 187 SEMINAR STUDENTS ON DECEMBER 11, 1965 TO THE QUESTION, "HOW DO YOU FEEL ABOUT HAVING PARTICIPATED IN THIS SEMINAR"?

	Data Processing	Humanities I	Humanities II	Mathematics	Psychology I	Science I	Science II	Social Studies A	Social Studies B	9 Seminars
	%	%	%	%	%	%	%	%	%	%
Very stimulating experience	20	32	38	14	15	62	22	6	4	23.70
Quite valuable experience	55	59	48	56	73	38	72	68	80	61.00
No feeling either way	--	9	--	4	8	--	--	26	4	5.66
Occasionally worthwhile	20	--	9½	26	4	--	6	--	8	8.17
A complete waste of time	--	--	4½	--	--	--	--	--	4	.94
										99.47

As indicated above, there are no compulsory assignments. However, optional homework is often given. As indicated in Table IX, about six in ten make some preparation for seminar meetings. Three-fourths are satisfied with the amount of homework given and three-fourths do their best or put forth effort in preparation and participation.

What did you like most and least about it? How could it be improved? Answers to these questions indicated that students liked most:

1. Getting college campus experience
2. Being treated as young adults
3. Having new doors to knowledge opened
4. Meeting different teachers and students

Liked Least:

1. Having a preponderance of lectures vis-a-vis discussion
2. Covering material so fast

TABLE IX

ANSWERS OF 187 SEMINAR STUDENTS CONCERNING HOMEWORK ASSIGNMENTS

	Data Processing	Humanities I	Humanities II	Mathematics	Psychology I	Science I	Science II	Social Studies A	Social Studies B	9 Seminars
	%	%	%	%	%	%	%	%	%	%
As far as preparation and participation are concerned, I										
did my best	35	18	33	--	30	62	55	21	4	28.4
usually put forth effort	35	64	53	48	30	38	45	42	60	46.1
occasionally put forth effort	20	18	14	52	23	--	--	21	16	18.1
was an intellectual benchwarmer	10	--	--	--	17	--	--	16	20	7.0
										99.6
Concerning the homework,	*									
there was too much		20	--	5	--	--	11	--	5	5.10
there was too little		--	--	19	46	30	6	53	--	19.25
the amount was just right		80	100	76	54	70	83	47	95	75.75
										100.00
How much preparation did you do for each session?										
Over two hours		--	--	--	--	--	--	6	4	1.2
Between one and two hours		40	28	14	4	7	16	--	31	17.5
Up to a hour		35	48	19	--	7	40	6	16	21.4
Up to a half hour		20	19	19	--	30	16	20	16	17.5
Practically nothing		5	5	48	96	56	28	68	33	42.4
										100.00

*Homework was not assigned.

They suggested:

1. More stress on discussion and student participation
2. More time and explanation for each topic
3. More visual aids in social studies
4. A full year of science
5. More homework and preparation

And now for the lighter touch -

"Schedule meetings later when students are awake".
"Put blinders on our bus driver - he never keeps his eyes on the road".
"Start an hour later and end an hour earlier".
"Put springs between wheels and body of our bus".

Comments from the Schools

One guidance counselor writes:

> "From practically every instance, I have received very good reports on both the summer and Saturday seminar programs. It has raised the horizons for many of our students by contact with those from other schools and from having the experience of working with college professors.
>
> Some of the college students with whom I have talked have much praise for the program. Some have said that the seminar has done more for them than anything else toward preparation for college.
>
> In the early years, the evaluation meeting in January was very worthwhile. However, having been to many now, I am beginning to question the value of the day somewhat".

From another counselor,

> "While we have had only a few in the Saturday Seminar programs each year, practically all comments from students have been favorable. Some of the points that have been made:
>
> A broader background of information from seminars helps in evaluating new ideas.
>
> Contrasting approaches of different professors and teachers encourages thinking for oneself.
>
> Students do report back to their high school classes information and impressions from the seminars.
>
> One college student felt that her assignment to advanced composition class in college was chiefly due to her creative writing seminar".

And from a third,

"Some of the comments that I have received over the years have run as follows:

'The program in _____ helped me decide my major'.

'It provided a more give and take situation than I had in my high school classes'.

'They gave a much broader background than I would have had from just my high school courses'.

'I think I had a better idea of what to expect in terms of college teachers'.

'The first few weeks at college I think I more easily adapted than many other freshmen'.

'The seminar course was a real great background for a couple of my required courses'.

I feel strongly that because some students were involved in these Saturday Seminar classes, admissions committees looked favorably at a candidate especially if other admissions criteria were marginal in terms of that particular school. I also feel that students in the seminars brought back to the local school and classes information and ideas presented in their seminar classes".

From a counselor in two relatively isolated schools comes this comment:

"I think it is a wonderful opportunity for good students. On inquiring from one student in each of my schools, I find that they feel more exposed, therefore more competent in their studies. Being a counselor, I see them on an individual basis, with above results. The programs are certainly a great value to our students for upgrading college admissions, staying in college, and educational and psychological growth. These are hard things to evaluate and measure".

I personally feel that the "Able and Ambitious" program has been one of the most successful programs offered by the Catskill Area School Study Council. This program has fulfilled a real need for the able students attending schools in rural areas.

I have heard and seen much evidence in our school that the program has succeeded in accomplishing its aims and objectives in that it has offered stimulating experiences and enlarged intellectual horizons. I have been tremendously impressed by the benefits our students have received from the opportunity of using the college library and all of its facilities.

I have been fortunate in that my sons and daughter have qualified for this program. In particular, I have one son who attended the Naval Academy and he mentioned the fact that the humanities seminar helped him a great deal".

Another principal comments,

"We definitely have had conclusive proof that the Saturday Seminar program has been very beneficial to our students. We have them evaluate their experience at its conclusion. Ninety percent feel that they gained insight to what college has in store for them. They also feel that it is definitely an enrichment-type experience beyond what their high school courses could possibly offer. They stress that the association with other real top students is a challenging experience.

The only feeling I have to improve the experience is that it does not go quite far enough. I would like to see these able students given guidance and direction in organizing and carrying out college-type research. In other words, what a great experience it would be if they could work in the college library and be shown how to do research with individual guidance".

And one more representative comment,

"My general evaluation is that they are worthwhile and have served a useful purpose. While I cannot enumerate any specifics, I just sense that those who have taken part in general have profited to the point of increasing their ability to achieve and succeed on higher levels of education.

I have never heard anyone be critical of the program, nor have I actually heard anyone say that it did make a difference while they were in college, but the fact that year after year we are able to find willing volunteers to participate indicates that the program is well accepted at the student level".

We Meet To Evaluate

We began holding yearly evaluation meetings in 1961. The purposes are:

1. To enable us to answer questions of faculty members relating to content, organization, expense, etc.

2. To obtain suggestions from faculty members and administrators for summer and Saturday seminar program topics, and program improvements.

3. To provide an opportunity for the high school teachers to obtain more evidence of the material being taught so that better use may be made of this material in the local school program.

The sessions begin with a coffee hour, followed by a general meeting at which the coordinator gives his "State of the Seminars" presentation. About seventy-five school administrators, counselors and teachers, and college instructors not teaching in the program that day usually are present. Then there are simultaneous subject-matter meetings in Data Processing and Computing, Humanities, Mathematics, Psychology, Science, and Social Studies, attended by those interested. A student representative from each seminar is also present. A luncheon and an address complete the program. Seminar classes begin a half-hour later on this occasion. After an hour's recreation in the College's Physical Education Building, students join in the luncheon activities. About 200 usually attend the luncheon (see Appendices K, L, M, N).

Reports of each of the subject-matter meetings are published in the coordinator's yearly Status and Evaluation Report, and are closely read for suggestions for program improvement. Here are some of the developments that have been influenced by these meetings:

1. An increasing stress on laboratory techniques in science.
2. Establishment of our summer seminars.
3. Establishment of a chemistry seminar.
4. Continuation of policy of no mandatory homework assignments.
5. Continuation of policy of not making these seminars into Advanced Placement courses.
6. Continuation of a humanities seminar (Communication in the Arts) which covers about ten topics, and the setting up of a following seminar which gives depth in five topics.

Behavior Is The Sincerest Language

Forty schools have been in our program sometime during its ten year existence. Two were consolidated into larger schools on the list, so thirty-eight still exist. Thirty-three schools are still with us in 1967-1968; five have dropped out and have not returned (see Table I on page 3).

One school spelled out the governing factors in its decision to withdraw. The following is quoted from the guidance counselor's letter announcing withdrawal:

"1. Absenteeism from Saturday seminar class for apparently insignificant reasons.

2. Complaints from students about the extremely long work week, and here we must agree with them.

3. Complaints from parents about the same item.

4. The rush involved in bringing back students who are participating in Saturday athletics and other activities".

Of the thirty-three schools still in our program, the nearest is Oneonta High School, one mile from the college campus where seminar sessions are held; the most distant is Hancock, fifty-five miles southeast. (Stretching a point, we could say that we have pupils from two states, for Hancock Central School serves some youngsters who live just across the Pennsylvania line).

Problems And Issues

1. The Non-Students. A considerable proportion of the abler students in the participating schools are not in the seminar program. We know that from the Rusch study (28) done in 1961, and it is supported by student answers on later questionnaires. Some of these youngsters probably should be attending the seminars, but there are many good reasons why eligible students should not participate. Some are too busy with their schoolwork. The group from which we draw our students are the school leaders, yearbook editors, athletes; many have conflicting Saturday interests and must make choices.

2. Enlarge the Program? We are now serving about six percent of the schools' junior and senior classes. Should we add to the number of seminars? Yearly there are calls for it in our evaluation meetings, e.g. proposals for a seminar in a specialized area such as physiological psychology in addition to our introductory psychology seminar. The feeling of theeight-man executive committee of the CASSC, however, is that to take more students would be to dilute the material, to lower the quality.

3. Sophomores? Should we include them? We now take only a very outstanding one here and there. The feeling is against it because of lack of maturity and because of the need for prerequisite courses in their schools before taking some of our seminars (e.g. algebra for our mathematics offering).

4. Homework. Shall it be required? Our general answer is no. Some instructors favor it, so the executive committee has decided to advise them to make the decision themselves, bearing in mind that these students are busy people. In our future brochures, seminars from which some homework is expected will be so labeled. We haven't yet faced the question of what we'll do if assignments in such seminars are not completed.

5. Purpose of the Seminars? Is the basic purpose

A.		B.
introduction to and exploration of new ideas	or	teaching of skills and techniques?
testing	or	mastery?
stimulation	or	preparation for college?

These issues are raised frequently in evaluation meetings. The executive committee's feeling favors A. The seminar program is designed to open

new vistas, to provide experiences not available in small rural high schools, to challenge, to excite, to explore.

6. Enrichment Vs. Advanced Placement Ho. An issue presenting itself repeatedly is whether to make over our Saturday Seminar Program in the Advanced Placement mold. This movement has been a stunning success, to hear the Director of Advanced Standing at Harvard, Edward T. Wilson, tell it (36). New York State is giving very considerable support to this program, and has had about twenty-five percent of the annual total of students in the nation writing examinations (12). Over 21,000 took these tests in 1963. Small rural schools have not sufficient resources to offer good Advanced Placement preparation. Could our Saturday Seminars do it? The answer is yes, if we want to pay the price. This might mean tripling the time spent on a seminar program, with Saturday classes at the college campus meshing in closely with weekday home school advanced classes. The participating schools by and large have not supported such a development. They continue to feel that the seminars should not stress homework preparation and examinations, that the youngsters in it are already the busiest young people in their communities, and that Saturday studies should stress voluntary educational effort free of pressure to achieve. Local opinion is that seminars should broaden the high school curriculum rather than intensify subjects already in it.

7. Tit for Tat? Another issue - should college credit be given for seminars for high school gifted? Some programs do give such credit. The Catskill Area's Saturday Seminars are among the majority which do not. It may be pointed out that the push in our rural area is not for college credit as in the larger cities. On Long Island for example, the atmosphere is more and more competitive, there is more stress on tangible goals, recognition, "getting paid". The rural area served by our Catskill area's seminars is less sophisticated, a little less hurried. Schools are interested that its able students get what they don't receive in their home classrooms. Students do get enrichment, new ideas, informal preparation for college, some prestige, and receive as a tangible reward only a merit certificate at year's end. They do not get Advanced Placement training or college credit. There are no tests, and only a modicum of voluntary homework assignments. The schools and the communities think this is good, and there has been a better than eighty percent attendance record over the years. In effect, the seminars have been supported as successful adult education courses would be.

How Do They Fare in College?

Nearly everybody in our seminars goes on to college. The Rusch study (28) indicated that of the youngsters in our program in 1958-1960, ninety-four percent of the girls and ninety-eight percent of the boys went on beyond twelfth grade and would have done so anyway, with or without the seminars.

To separate seminar influence from general high school background would be impossible; to attribute collegiate success to participation in our program would be indefensible. But at least we could make some check to see how those we had selected measured up against others in the college crucible.

So to bring us up to date on what happens to them when they do go to college, we did a follow-up study. We tried to obtain transcripts for one of every seven of our "graduates" from 1960 through 1966. Seventy-four of these transcripts which we received gave a grade point average based on A=4, B=3, C=2, D=1. The mean GPA was 2.527. Thirty boys averaged 2.611; forty-four girls, 2.469.

At first blush, this was very disappointing! Ihere seemed two alternatives open to us. Either we could (a) suppress this finding, or (b) follow "Maier's Law" which holds that if the data do not conform to the theory, change the data!

But a little research disclosed that at the University of Chicago during 1963-1964, the all-college grade point average was 2.46 (1). Here at State University College at Oneonta the mean GPA is 2.50.

The transcripts showed that the college work of our youngsters ranged from that of one boy who was on an engineering school's "dean's list with great distinction", ranking second of 322, to another whose one-term effort netted him a GPA of 1.46 and swift dismissal.

In general, we can say that they are doing somewhat better than the average, in college. They should be.

CHAPTER V

THE SUMMER SEMINARS. BURNING AND LEARNING IN THE GOOD OLD SUMMERTIME

A current trend in American education is the growth of summer courses for high school students. Over 300 are listed in a recent compilation (3). So there is nothing rare about our summer program, which, like many others, has benefited from a marked upsurge of interest in it in the past few years. In 1961 when an attempt was made by this writer to call to the attention of Catskill area schools opportunities for summer courses for their able and ambitious high schoolers, there was practically no response. In the spring of 1963, however, there was evident interest in the part of school administrators, and our summer seminars were initiated. Table X shows their steady growth.

TABLE X

GROWTH OF THE CATSKILL AREA SCHOOL STUDY COUNCIL'S SUMMER SEMINAR PROGRAM

Summer	Number of Seminars	Number of Students	Number of Schools	Average Attendance
1967	10	154	22	90.3%
1966	10	184	23	89.7%
1965	10	186	19	91.8%
1964	5	80	20	91.0%
1963	2	27	6	92.2%

These arose out of the expressed wishes of several principals to provide some purposeful activity for students who are finding it increasingly difficult to obtain summer jobs, due to farm mechanization among other factors. Students, caught up in the intellectual ferment of the knowledge explosion, have expressed a desire "not to waste time in the summer", and"to get an introduction to future college courses", to quote two of their statements.

The youngsters who participate are mainly those who will be high school juniors or seniors the following September. A few will be college freshmen, or high school sophomores. The modal age is sixteen to the nearest birthday.

Why the upsurge of interest in summer sessions? One reason may well be the increasing difficulty in obtaining summer employment. In this rural

Catskill area, there is less and less need for farm help with increasing mechanization. Farm size is growing and the number of sub-marginal units over the past fifteen years has declined, reports Oneonta's Employment Office of the New York State Labor Department. This office served an area with 13,000 dairy farms twenty years ago; there are about 4,800 such farms now.

Only ten percent now in vocational agriculture courses will get jobs, Dr. L. R. Tamblyn, Assistant Director of Rural Service, NEA, tells me. He also points out that rural schools are educating "emigrants". We are seeing more clearly than ever the truth of the popular song of fifty years ago that "you can't keep them down on the farm".

So, local rural youth seem relatively disinterested in farm employment. Accordingly, the regional employment office has in some years imported summer farm cadets from New York City to meet any labor demands that do exist. The jobs of choice for local youngsters are in the Catskill resorts and they are not hard to get provided you are over eighteen. By law, persons under eighteen cannot work where alcholic beverages are sold. So what does the sixteen and seventeen year older, the high school junior or senior, do? More and more, he is going to summer classes.

The operational procedure for setting up our summer program is to seek in February of each year proposals from the college faculty for seminars that they are willing to offer. They receive $400 for a ten-session seminar, $800 for a twenty-session offering. These proposals are sent to the schools (see Appendices O, P). The number of seminars offered depends on the number of students who sign up for them. We need an average of fifteen per seminar to make the program economically viable. In 1967 we submitted sixteen proposals to the schools; ten seminars were subsequently given. Eight of the thirty proposals for summer 1968 materialized into seminars (see Seminars 2, 5, 12, 13, 19, 23, 27, 28 on selection sheet, Appendix P).

Finances

Costs are $37.50 (starting in summer 1968, previously $35.00) per student per ten-session course, double that for a twenty-session course. This tuition charge is usually paid by the schools through the Boards of Cooperative Educational Services. Such payments are contracted for on a service basis and each school is eligible for reimbursement through the State Aid Program on the same basis as their regular State Aid. Occasionally, a school will ask that parents pay the fee.

Transportation is provided by the schools.

In the cases of two students not from CASSC schools (usually offspring of visiting summer college faculty members) who have attended our summer seminars, their parents have provided the fee and transportation.

Instructors are paid $40.00 (starting in summer 1968, previously $35.00) per session.

Just as with the Saturday seminars, $12.50 per session is allotted for supplies and clerical help.

The 1967 program was as follows:

Wood Sculpture - Exploration of form in wood using hand and power tools. A short visual and discussion exploration of ancient sculpture forms and modern sculpture. Stress on forms making, the best esthetic use of wood and the qualities it represents.

Philosophy in Literature - Reading and discussion of five modern short novels (James' Madame De Mauves, Mann's Tonio Kroger, Faulkner's The Bear, Kafka's Metamorphosis, and Twain's The Mysterious Stranger). Discussions of philosophical concepts reflective of the problems and possible solutions involved in modern man's coming to terms with himself and his world.

Psychology of Groups - A look at how we are perceived by others, how we perceive ourselves, how we can become better group leaders and members and get more satisfaction from participation in groups. Role playing, demonstrations of "hidden agendas", discussions of dynamics (forces) at work in groups.

The Music of India - An introduction to the Music of India, its sound, its rhythm, its melody, and its structure, through tapes, recordings, examination of instruments. This seminar can be a vehicle for better listening to music in general. Presentations by instructor plus individual laboratory study.

Contest Problems in Mathematics - A seminar based on latest problems from the annual high school contests of the Mathematics Association of America. Two sessions each on problems in arithmetic, algebra, geometry (Euclidian, solid), coordinate sets and set theory (including Euler circles and Venn diagrams).

Psychology Applied to Life and Work - An examination of the role psychology plays in contemporary America. Three major dimensions will be scrutinized: 1) psychology as a scholarly discipline, it's evolution and prospects; 2) psychology as a profession with its own viewpoints and methods; 3) psychology as a science, its basis and applied aspects.

The Teaching Profession - A seminar for FTA members and others interested in teaching as a career. Why do we have public schools? What is the teacher's job? Seminar involved readings, films and observation in the campus school.

Chemistry - A seminar dealing with various topics in organic chemistry. Laboratory study involving molecular structure of organic molecules, determination of physical constants, lab tests for organic functional groups, elemental analysis, synthesis of some chosen organic compound, and preparation of derivatives. Prerequisite - good solid work in high school chemistry.

Geology - A seminar dealing with mineral and rock identification, mapping, glaciation, flood control, water conservation, soil conservation, economic minerals, paleontology and similar topics. Laboratory-type activities and several field trips. A previous high school course in earth science desirable. A twenty meeting seminar offering.

Anthropology and Archaeology - A twenty meeting seminar offering. A field experience in the methods used by scientists to discover and classify information about the history fo the American Indian. After instruction in field methodology, participants worked in a "dig". (This seminar was jointly sponsored by CASSC and Project PROBE and was under the direction of Mr. William Vieweg, SUCO).

Meeting Dates and Times

Ten-session seminars met on Monday, Wednesday, and Friday for the ten days during July. Meeting dates were: July 5, 7, 10, 12, 14, 17, 19, 21, 24, 26. Sessions met from 9:00 A.M. to 10:15 A.M. and from 11:15 A.M. until 12:30 P.M. During the hour recess, students were free to use the college swimming pool and other facilities in the gymnasium (bowling, pool, etc.), browse in the library or bookstore, or relax in a coffee shop.

Twenty-session seminar met daily from July 5 through August 1. On Mondays, Wednesdays, and Fridays they followed the pattern mentioned above. Tuesdays and Thursdays were reserved for extensive laboratory periods and field trips.

The Geology Seminar made field trips to the following locations:

		Program	Mileage (Round Trip)
1.	Middleville, New York	Herkimer Chemicals	140
2.	Franklin Mountain	Mapping	40
3.	West Oneonta - Laurens	Glaciation	40
4.	Gilboa	Water Reservoir-Mountains	100
5.	East Sidney Dam	Flood Control	50
6.	South New Berlin	Great Brook Watershed	60
7.	Thacher Park	Fossils	140

The Anthropology-Archaeology Seminar field trips were as follows:

		Program	Mileage (Round Trip)
1.	Emmons, New York	A Dig	10
2.	Hartwick College, Oneonta	Yager Museum	2
3.	Emmons, New York	A Dig	10
4.	Emmons, New York	A Dig	10
5.	Emmons, New York	A Dig	10
6.	Emmons, New York	A Dig	10
7.	Otego, New York	A Dig	20
8.	Otego, New York	A Dig	20
9.	Munnsville, New York	A Dig	120
10.	Cooperstown, New York	Indian Museum	60

Other seminars offered in past summers are indicated in Appendix Q.

Selection Procedure

1. Students who were to be juniors, seniors or graduates in June, 1967 were eligible for any of these seminars. Consideration was given to a few sophomores especially qualified.

2. There was no testing program, the recommendation of the principal and/or guidance counselor being the only criterion for admission.

3. We accepted students on a first-come-first-served basis, generally attempting to hold the number in each seminar to twenty-five.

Attendance

Attendance was about as good as the average daily attendance in the schools during the academic year, which ranges between ninety and ninety-five percent usually (see Table XI).

TABLE XI

ATTENDANCE FIGURES FOR OUR 1967 SUMMER SEMINAR PROGRAM

	Boys	Girls	Total Number of Students	Average Attendance
Wood Sculpture	3	11	14	90.7%
Philosophy in Literature	2	11	13	80.8%
Psychology of Groups	1	21	22	95.0%
The Music of India	6	5	11	96.4%
Contest Problems in Mathematics	9	8	17	82.1%
Psychology Applied to Life and Work	5	8	13	95.4%
The Teaching Profession	2	9	11	91.8%
Geology	12	8	20	93.0%
Anthropology and Archaeology	10	15	25	85.5%
Chemistry	5	3	8	97.5%
Totals	55	99	154	90.3%

Evaluation

How interested were our students in the subject matter? Evaluations were received from about eighty-eight percent of the youngsters involved in our 1967 program.

All of them (see Table XII) thought the subject matter to be of great interest or of some interest.

How was the instruction? Eighty-six percent (see Table XIII) were pleased with it.

TABLE XII

VIEWS OF 134 STUDENTS IN OUR 1967 SUMMER SEMINAR PROGRAM CONCERNING THEIR INTEREST IN THEIR SEMINARS

	Wood Sculpture	Philosophy in Literature	Psychology of Groups	Music of India	Contest Problems in Math	Psychology of Life	The Teaching Profession	Geology	Anthropology & Archaeology	Chemistry
The subject matter was										
a) of great interest to me	12	8	14	6	3	5	3	7	17	7 *
b) of some interest to me	2	3	6	2	8	8	7	12	3	1 **
c) of little interest to me										
d) of no interest to me										

* Total 82 (61%)
** Total 52 (39%)
134

TABLE XIII

VIEWS OF 137 SUMMER SEMINAR STUDENTS CONCERNING THE INSTRUCTION THEY RECEIVED

	Replies Received
a) The best I have ever had	29 (21%)
b) Of very good quality	89 (65%)
c) Of average quality	10
d) Poor	6
e) The poorest I ever had	3
	137

What did students like best? Here are sample answers:

Wood Sculpture - "Doing my project"
Philosophy in Literature - "The readings and the discussions"
Psychology of Groups - "The discussion groups"
The Music of India - "The contrast between Indian and western music"
Contest Problems in Math - "Doing the problems"
Psychology of Life and Work - "The discussions"
The Teaching Profession - "Teaching and observing third and fourth grades in Bugbee"
Geology - "Field trips"
Chemistry - "Facilities and lab sheets"

Other answers often given were: "new ideas", "doing new things", "learning to think", and of course "meeting the boys", or "meeting the girls", and "the recess period".

What did they like least?

"Unstimulating teaching" - in a few cases, "giving a repetition of my high school course", "the hot rooms".

How do instructors feel about these sessions? Here are replies of the summer 1966 instructors to some questions from me.

1. Generally did the students demonstrate a real interest in the seminar? A "yes" from all eleven instructors, with some reservations by three, e.g., "some students found parts of the material very difficult to accept and/or to respond to willingly".

2. Did the students have well-defined goals? Generally speaking, "no". "Many were experimenting with a new subject area".

3. Generally, did the students demonstrate a willingness to accept responsibility and complete tasks? All eleven instructors said "yes".

4. From the students, what experiences of satisfaction in the program did you observe? "A thank you card signed by each", "mostly a lack of dissatisfaction", "high attendance", "oral expression of satisfaction".

5. What evidences of major problems (academic or social) encountered by students did you observe? Five instructors replied "none". Said another, "generally it seemed that discussions fell flat; much prodding and searching was necessary to draw them out. I think the discussions were looked on as extra-curricular in a sense, that is, in an art course you do, you don't talk. It was only when I spit out facts with a capital F that the mechanisms started to work. They seemed aware of when they were doing school work and when they were doing 'not count work' ".

   And this comment, "the long session did exhaust the energy of both teacher and students. Socially students and instructor had no opportunity to become acquainted informally".

6. Possibly because of their age and immaturity, did any students cause you great concern? All instructors answered in the negative. A typical comment was "all very fine people and some very mature for their age".

7. Would you recommend this program as a satisfactory experience for this age? All instructors said "yes", with some having reservations incorporated in 8 below.

8. Suggestions for improvement of the program.

   In anthropology - more concrete objects to be handled (artifacts, etc.), a movie (e.g. a cultural study of a primitive tribe, and one of a "dig), filmstrips, a field trip to the Smithsonian Institution.

   Science - some exams, even though no credit involved, to provide goals for achievement.

   Art - both instructors suggested a longer seminar period. Said one instructor:

   "The thing which I found most disturbing was their lack of aesthetic sense...They all seemed to be greatly influenced by the mass media concept of art and humanity...I would like to see some seminars in art appreciation that would precede or be in conjunction with the studio work".

   Statistics - a) sophomores (next year's juniors) probably do not have enough background; b) make arrival and departure times more uniform with no student having to wait more than fifteen minutes between class and bus; c) selective standards should be as high in the summer as they are in the regular year program.

   French - a) the periods are too long, particularly since much of class time must be based on student preparation, and language assignments must be limited; b) probably better to limit seminar to a certain level of background. Those with three years of French did not have as much of a challenge as those with two.

Homework

How much outside preparation do these youngsters do? It of course varies according to subject-matter, but about sixty-five percent said they did some (see Table XIV). (About fifty-eight percent in a Saturday Seminar Program reported that they did outside preparation (see Table IX).

And so our Summer Seminars are well underway, to augment and expand our Saturdays-during-the-school-year offerings. This writer has computed that those three students who attended both the 1962-1963 Saturday and Summer classes thereby increased their high school classroom hours eight percent.

TABLE XIV

AMOUNT OF OUTSIDE PREPARATION THAT 147 STUDENTS
IN OUR 1966 SUMMER SESSION INDICATED THATY THEY DID PER SESSION

Over two hours	8.8%
Between one and two hours	17.6%
Up to an hour	25.9%
Up to a half hour	11.6%
Practically nothing	36.0%
	99.9%

1968 Summer Plans

Eight seminars will be given in summer 1968. Three are interesting innovations for us. We will offer a seminar described as follows:

Basic Aviation Ground School - Flight principles, preflight and owners' maintenance, navigation, aviation weather meterology, aircraft radio communications, and airway structure and regulations. This course offers basic preparation for anyone desiring a private pilot's license, and will be useful for anyone entering aviation as a career. The instructor holds a gold seal certificate as a flight instructor and is a certified advanced ground instructor. He is a local civilian flight instructor.

For the first time, we will present seminars involving field trips of several days' duration:

Canada Today - Political, social, economic institutions of Canada. Morning sessions July 8, 10, 12, 15, 17, 19, 22, 24, 25, 26. Field trip July 29 - August 2 to include:

St. Lawrence Seaway - A case study in U.S. - Canadian relations; the Seaway's importance to Canada's economy, trade and power.

Ottawa - A follow-up to the study of the federal government with visits to the Houses of Parliament, Governor-General's residence, foreigh embassies and possible meetings with government officials (night in Ottawa).

Montreal and Quebec City - Focus on the current issue of separatism on the cultural differences between French Canada and the rest of Canada, (one night in Montreal, one night in Quebec City, one night in Plattsburg, New York).

Twenty-sessions based on ten morning sessions, plus ten sessions (morning and afternoon) during the five day field trip.

The transportation charge, in some cases, to be paid by the school

districts, and in some instances paid by the participants, will be approximately $60.00 per student. Each student will himself be responsible for defraying costs of room and board, etc., estimated at about $12.00 per day, or about $52.00 for the whole trip.

Geology - A study of crystals, minerals, rocks, fossils, topographic and geological mapping, laboratory and field work. Visits to commercial geological operations to study work some geologists do, (twenty-sessions, i.e., morning and afternoon for ten days).

First Week:

Monday, August 12	Crystals
Tuesday, August 13	Minerals
Wednesday, August 14	Field Trip to Little Falls Area
Thursday, August 15	Minerals and Rocks
Friday, August 16	A.M. - Field Trip to Seward's Gravel Pit and Goodyear Lake.
	P.M. - Field Trip to Fly Creek Area

Second Week:

Monday, August 19	Rocks and Sand
Tuesday, August 20	Fossils and Geological History
Wednesday, August 21	Field Trip to Cherry Valley Area
Thursday, August 22	Field Trip to Clinton and Columbia Center Area
Friday, August 23	Topographic Maps, Geologic Maps, Work on Specimens Collected on Field Trips

BIBLIOGRAPHY

Bibliography

1. Beadle, Muriel, "Talent Grows in Small Towns, Too", Saturday Review, July 17, 1965, pp. 64-65.

2. Bish, C. E., "The Academically Talented", NEA Journal, 50, February 1961. pp. 33-37.

3. Bowler, Adele S., Editor, College Programs for High School Students Summer 1968, Hillsdale, New Jersey: Directory Publishers Company, 1968. 253 p.

4. Bowles, Frank H. and Charles M. Holloway, "The Coming Age of College", AAUP Bulletin 46 (Autumn 1960), pp. 271-276.

5. California Project Talent, Compiled by Paul D. Plowman and Joseph Rice, Codirectors, Sacramento, California, California State Department of Public Instruction, 1967.

6. Carter, Harold D., "Gifted Children", Encyclopedia of Educational Research, 1960 edition.

7. Coleman, James S., "The Adolescent Subculture and Academic Achievement", American Journal of Sociology, LXV, January 4, 1960.

8. Social Climates in High Schools, Cooperative Research Monograph No. 4. Washington, D.C.: U. S. Government Printing Office, 1961.

9. Conant, James B., The American High School Today: A First Report to Interested Citizens. New York, New York: McGraw-Hill, 1959, 140 p.

10. Cyr, Frank W. and Hall Bartlett, "Schools for Rural America", Nation's Agriculture, October 1959, pp. 14-18.

11. Davis, Richard C., "Are Small High Schools Worth Saving?", Farm Journal, April 1959, pp. 70A-70H.

12. Duncanis, Alex J., Advanced Placement in New York State - A Follow-Up Study. Albany, New York: Division of Research in Higher Education, State Education Department, 1964, p. 2.

13. Flanagan, John C., "The Implications of Recent Research for the Improvement of Secondary Education", American Educational Research Journal, January 1964, pp. 1-9.

14. Hildreth, Gertrude Howell, Educating Gifted Children. New York: Harper, 1952.

15. MacKinnon, Donald M., "What Makes A Person Creative?", Saturday Review 45 (February 10, 1962), pp. 15-17.

16. Malloy, David A., A Community-School Venture-Top Professionals Work with School Students, Boston: National Association of Independent Schools, 1963.

17. Moore, Gilbert D., "Counseling the Gifted Child", The School Review, LXVIII (Spring 1960), pp. 63-70.

18. Morse, Arthur D., Schools of Tomorrow-Today. Albany, New York: State Education Department, 1960, 191 p.

19. National Education Association, Research Bulletin, Volume 45, Number 4, December 1967.

20. Procedures and School Practices for the Academically Talented Student, 1960, 223 pp.

21. New York Times, February 26, 1968, "Group Is Planned to Aid Rural Poor", p. 47.

22. Pascal, Elizabeth, Encouraging the Excellent. New York: The Fund for the Advancement of Education, 1960, 80 pp.

23. Porter, Robert M., "Saturday Seminars Stimulate Students", New York State Education, January 1962, pp. 21-23.

24. "Deeper Involvement for Better Brains - Some Current Developments in Education Gifted High School Students in New York State", Gifted Child Quarterly, Autumn 1964, pp. 128-133, 139.

25. "A Rural Enrichment Program", The Superior Student (The Newsletter Committee on the Superior Student, and published at the University of Colorado, Boulder, Colorado), February 1960, pp. 15-16.

26. "Saturday Seminars on the Catskills", The Superior Student, November-December 1963, pp. 57-58.

27. Ringness, T., H. Klausmeier and A. Singer, Psychology in Theory and Practice. Boston: Houghton, Mifflin, 1959, p. 18.

28. Rusch, Reuben, Research Report Saturday Seminars. Oneonta, New York: Catskill Area School Study Council, 1961, 97 pp.

29. Soutar, Alexander F., "Saturday Seminars - A Route to Excellence Via A Community School Project", New York State Education, January 1964, pp. 20-22.

30. State University of New York Newsletter, February 7, 1966, p. 3.

31. April 18, 1966, p. 3.

32. January 23, 1967, p. 6.

33. Ward, Virgil S., Educating the Gifted, Columbus, Ohio: Charles E. Merrill Books, Inc., College Division, 1961.

34. Whitcomb, Mildred, "A Living Laboratory for Improving Small High Schools", Nation's Schools, March 1959, pp. 53-58.

35. "Small High Schools Are Worth Retaining", Nation's Schools, April 1959, pp. 63-66.

36. Wilcox, Edward T., "The Advanced Placement Program - A Second Look", an address to the Western New York School Board Institute, November 20, 1963.

APPENDIX

PLEASE PRINT

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

SEMINAR SELECTION SHEET

Name _____ Age, September 1, 1968 _____
(Last Name First)

School _____ Grade in School - September 1, 1968 _____

Please indicate your first, second, and third choices by placing appropriate numerals (1, 2, 3) in the blank following the name of the seminar. If you choose a full year seminar as a first choice, do not use the number "1" again to indicate alternate choices for single semester seminars. If you designate all single semester seminars, designate three choice (1, 2, 3) for each semester.

FULL YEAR SEMINARS, 1968-69

1. Communication in the Arts ____
2. The Arts Today ____
3. Mathematics ____

FALL SEMESTER 1968 SEMINARS

4. Introduction to Computer Processing ____
5. Psychology ____
6. Labor, Business, and Government: Their New and Changing Relationships ____
7. A History of the Black Man in America ____
8. Organic Chemistry ____
9. Biology Techniques ____
10. Expository Writing ____
11. The Philosphy of Literature ____
12. Century 21 ____
13. Art of the 20th Century ____

SPRING SEMESTER 1969 SEMINARS

14. Psychology ____
15. Revolution in the Modern World ____
16. The People and Politics of Urban America ____
17. Meteorology ____
18. Space Science ____
19. Expository Writing ____
20. Thinking about Literature ____
21. Introduction to Printmaking ____
22. Wood Sculpture Studio-Seminar ____

APPENDIX B

Other Saturday Seminar Courses Offered in the Past -

The Arts for Moderns - A second-year program for students who have completed Communication in the Arts which deals in greater depth with fewer of the humanities areas. Short units on poetry, drama, music, oral reading, and art.

Mathematics - The Mathematics Program serves to acquaint the student with the nature of mathematics as is inherent in the deductive method of mathematical proof and the logical structuring of mathematics; the development of special areas of mathematics as postulational systems; and the application of mathematics to the solving of certain kinds of problems. Concepts and illustrations are taken primarily from the areas of modern geometry, analysis, higher algebra, and probability and statistics. Some of the topics studies are: Language Logic; Logic and Proofs; Proofs and Postulates; Postulational Systems; Systems of Sets; Sets and Relations; Relations and Operation; Operations and the Mathematical Systems; Mathematical Systems and Numbers; Number Systems; The Continuum; The Continuum and the Calculus; The Calculus; Functions and Limits; Limits and the Derivative; The Derivative and its Applications; Further Application to Maxima-Minima and Related Rates; Special Topics from Probability and Statistics; Retospect and Prospect.

Science-Math - Science aspect consists of the development of a variety of biology lab and field techniques. Students have experience in handling and caring for equipment. Scientific literature is explored.

Math portion touches upon nature of proof, Boolean algebra, congruence relations and finite arithmetics; matrix algebra and coding; groups, rings, and fields; functions and limits; vectors; integral calculus; topology.

Introduction to the Social Sciences - The purpose of this course is to acquaint the student with the various areas of the social sciences, what they are, their uses and career possibilities. The following disciplines are discussed: history, geography, political science, sociology, anthropology, economics.

The United States Since World War II - The revolution in American foreign policy and the major events of the cold war are discussed. Consideration is given to the Truman, Eisenhower, and Kennedy administrations.

Southeast Asia - Consideration of the social, economic, and political developments in the immediate pre-war and immediate post-war times.

Geography of Anglo-America - A regional study of the United States, Canada, and Mexico. Physical, cultural, and economic factors are considered.

Problems in Nineteenth Century America - A seminar in depth. The course concentrates on selected critical events in American history between 1800 and 1896. Attention is given to the relationship between Jefferson,

Hamilton and Adams, the causes of the War of 1812, Andrew Jackson as President, interpretation of the Civil War and Reconstruction, and the Populist and Progressive movements. Significant Supreme Court decisions are discussed.

Regional Geography of Europe - This seminar presents a geographic analysis of Europe. This area is almost universally neglected in American high schools. Topics studied include: Europe as a Continent; Climate; Physiographic Divisions; Soils and Vegetation; Use of Land and Ocean; Power and Population; The States of Europe Today.

The President and Congress - This seminar will examine the federal law-making function as it has developed under the impact of the Constitutional principle of separation of powers and checks and balances on the one hand, and of the political party system and modern technology on the other. Emphasis on case studies and historical examples.

The United States Since 1945 - A history of the United States since the end of World War II. The development of the Cold War is traced and the American response to threatened or actual aggression. The containment policy, the alliance system, foreign aid, and efforts at international cooperation are discussed. Emphasis also focuses on the Fair Deal, Progressive Republicanism, the New Frontier, and the Great Society.

Diplomatic History of the United States in the 20th Century - The seminar begins when the United States first has a major impact on the world scene - the Spanish American War. It moves on to examine our involvement in World War I and the isolation of the 1920's and 1930's. Events leading to World War II are studied in some detail and particular emphasis is placed on the revolution in American foreign policy since 1945.

Nations of Africa - The seminar aims to give students a better understanding of the cultural, economic, and political problems and conflicts in today's independent African States. Lectures will deal with the social and political institutions of traditional societies, the colonial legacy and the processes of change since independence.

An Introduction to the New Economics - Since the end of World War II, the American economy has been characterized by the expansion of the role played by the Federal Government. Government money, taxing, and spending policies have been directed at such goals as full employment, price stability, and economic growth. The result has been the vast growth of government economic power. This course is aimed at examining the economic theories supporting the "New Economics" and evaluating performances.

Information About Applicants for Seminars 1965-66

School_____

Superior is to be considered as being above excellent.
Return these applications to R.M. Porter, State University College, Oneonta, New York, by May 14, 1965.

Name	High School Class 1965-6	Class Standing (Top Quarter, Second Quarter, etc.)	Ability Ave.Ex.Sup.	Marks Ave.Ex.Sup	Drive Ave.Ex.Sup.	I.Q. Score & Test	Comments - Evidence from tests & ovservations-e.g. Natl.Merit Qualifying Test,etc.	Signature of Rater

APPENDIX D Letter to Supervising Principals

SATURDAY SEMINAR PROGRAM
State University College
Oneonta, New York

August 18, 1967

To All Supervising Principals:

I am pleased to send you the names of the students in your school who will be invited to participate in the Saturday Seminars for Able and Ambitious Youth. This program is now in its tenth year under the co-sponsorship of the schools in the Catskill Area School Study Council and the College. The following students from your school are invited (this is the actual selection and not a tentative list):

Student's Name	Fall Assignment:	Spring Assignment

The tuition for each student will be $37.50 for single semester seminars and $75.00 per year for those seminars which run a full year. This fee is necessary to cover the cost of salaries for instructors, books and materials for the students, secretarial assistance for the coordinator, telephone and various miscellaneous charges. In case of dropouts after payment, every effort will be made to replace the dropout from the same school.

Listed below are the details regarding each of the seminars:

Communication in the Arts	25 students, predominantly juniors, same students to continue second semester
Mathematical Vignettes	25 students, same students to continue second semester

Fall Semester Seminars

Introduction to Data Processing and Computing	25 students (six Saturdays, September 30th through November 4th)
Biology	20 students, fall semester only

Organic Chemistry	15 students, fall semester only
Problems of Contemporary Latin America	25 students, fall semester only
History of the United States 1928-1945	25 students, fall semester only
Psychology, Section 1 (Sophomores and Juniors)	30 students, fall semester only
Psychology, Section II (Seniors)	20 students, fall semester only
Expository Writing	25 students, fall semester only

Spring Semester Seminars

Earth Science	20 students, spring semester only
Space Science	20 students, spring semester only
History of Modern Russia	30 students, spring semester only
Current Economic Problems	25 students, spring semester only
Psychology	30 students, spring semester only
Expository Writing	25 students, spring semester only

Students registered for the ten fall semester seminars will report to the State University College in Oneonta on Saturday, September 30th.

Further details as to room assignments will be sent to you early in September. Unless I hear to the contrary about any student from you, a letter of invitation to each of the students listed above and letters of congratulations and information to the parents of each of the students selected will also be mailed to you about September 1st. Would you please see that these letters are forwarded to the parents and students concerned.

If there are any questions, would you please call me at the College

Sincerely yours,

Executive Secretary
Catskill Area School Study Council

Copy: Guidance Counselor

APPENDIX E Letter to Parents

SATURDAY SEMINAR PROGRAM
State University College
Oneonta, New York

September 11, 1967

Dear Parent:

The list of students eligible for participation in the Seminar Program for Able and Ambitious Students has been completed. We are pleased to inform you that the list includes:

A student can derive significant benefit from the learning experience shared with other academically talented students and guided by the excellent resources of the College staff. The Seminar Program should contribute to its participants important values for college and for life in general.

However, these rewards must be earned through regular attendance, active participation and determined effots on the part of each student. Students may be given assignments to complete between sessions. We hope that you are very interested in the program because we believe its contribution may be enhanced if you provide encouragement and frequently discuss the program in your home.

The first meeting of the fall series of seminars will be at the College from 9:30 A.M. until Noon on Saturday, September 30th. Details concerning spring seminars will be sent to your school in January. We welcome these academically talented youth to the College campus and wish them a most interesting and profitable learning experience in the seminars. In the event that an individual is UNABLE to participate, we respectfully request that we be notified through the school principal BEFORE SEPTEMBER 15th in order that another student may not be denied this opportunity.

Sincerely yours,

Robert M. Porter
Coordinator
Saturday Seminar Program

Royal F. Netzer
President
State University College

Executive Secretary
Catskill Area School Study Council

APPENDIX F Letter to Students

SATURDAY SEMINAR PROGRAM
State University College
Oneonta, New York

September 11, 1967

Dear Student:

We are pleased to invite you to participate in the Seminar Program for Able and Ambitious Students which is co-sponsored by the schools in the Catskill Area School Study Council and the State University College in Oneonta.

Your eligibility for participation in the seminars, the fall series of which begin SATURDAY, SEPTEMBER 30th, and the spring series beginning FEBRUARY 3rd, was established by your performance on the examination given at the College last spirng, and by your school's evaluation of your potential to participate in, and benefit from, these seminars.

The Program for Able and Ambitious Students was started in the fall of 1958 and has gained widespread attention and endorsement. The College professors who will be your teachers this year have great interest in the program and are dedicated to its success. We believe you will profit greatly from engaging in the program because you will be working with other students of high academic ability, and you will be exposed to additional knowledge and challenging insights. The values obtainable from such a program could make significant contributions to your performance in college and to your life in general.

These rewards, however, must be earned through regular attendance, active participation and determined effort on the part of each student. This may include some assignments to be done between sessions.

We welcome you to the College Campus and wish you a most interesting and profitable learning experience in the seminar. In the event you are UNABLE to participate, PLEASE NOTIFY US THROUGH YOUR PRINCIPAL IMMEDIATELY in order that another student may not be denied this opportunity. Your principal should be informed of your acceptance or rejection of this opportunity by SEPTEMBER 15th.

Sincerely yours,

Robert M. Porter
Coordinator
Saturday Seminar Program

Royal F. Netzer
President
State University College

Executive Secretary
Catskill Area School Study Council

APPENDIX G Seminar Program

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

November, 1967

Role of the Departmental Coordinator

The Catskill Area School Study Council's seminar programs are designed to supplement the secondary school offerings; to excite able youth to learn; to provide opportunities for high school youth to work with college instructors; to provide opportunities for able youth to work with their peers, and to provide youth with opportunities to examine newly developing disciplines and specializations.

The Saturday Seminars are limited to "Able and Ambitious" senior high school youth. Generally, only those who score in the upper quartile of the school and college aptitude test are admitted to these seminars.

The Summer Seminars are open to any senior high school student who has the recommendation of his guidance counselor and principal. Usually these are above-average students.

It is the practice of the Study Council to employ a part-time coordinator who assists the Council's executive secretary in the routine administration of these seminar programs.

In order to maintain lines of communication between the seminar coordinator and members of the College faculty each recognized College department has been requested to designate a department coordinator. The departmental coordinator's role involves the following:

1. Development of intradepartmental dialogue leading to the identification of seminar topics and the expertise necessary for realization of the Council's objectives for the seminars.

2. Communication of departmental proposals to the seminar coordinator.

3. Encouragement of process evaluation throughout the period during which a seminar is offered.

4. Arranging for terminal evaluations which are presented at the annual seminar evaluation meeting held in January of each year. This meeting involves instructors, coordinators, administrators, guidance counselors and student participants.

5. Arranging for attendance records for the seminars sponsored by the department.

6. Assisting instructors with purchasing procedures, sign orders covering instructor's honorariums, typing costs, student assistants and foward such orders to the office of the CASSC executive secretary.

7. Participating in one or two planning meetings a year.

In compensation for these efforts, the departmental coordinator will receive a CASSC honorarium in the amount of $50.00 per semester for each seminar sponsored by his department.

State University of New York

MERIT CERTIFICATE

of the

SEMINAR PROGRAM FOR ABLE AND AMBITIOUS STUDENTS

This Certificate of Merit is Awarded to

_____

THIS AWARD is in recognition of this student's contributions and performance as a member of the _____ seminar of the Program for Able and Ambitious students co-sponsored by the State University College at Oneonta and the Catskill Area School Study Council.

During the academic year 19 - this student was selected to participate in advanced and stimulating intellectual activity directed by college professors. Faithful attendance and effort in preparation for this seminar are hereby recognized and commended.

It is the opinion of those associated with the seminar program that this student's contribution should be thus officially recognized.

Signed this first day of June, Nineteen Hundred

_____

Principal

_____

President, State University College

_____

Coordinator, Seminar Program

APPENDIX I Memorandum to Instructors Concerning Evaluation Questionnaires

CASSC

CATSKILL AREA SCHOOL STUDY COUNCIL
STATE UNIVERSITY COLLEGE
ONEONTA, NEW YORK
13820

(607) 432 - 1445

MEMBER SCHOOLS

Afton
Andes
Charlotte Valley
Cherry Valley
Delaware Academy
Downsville
Andrew S. Draper
Edmeston
Fleischmanns
Franklin
Gilbertsville
Gilboa-Conesville
Grand Gorge
Hancock
Jefferson
Abraham L. Kellogg
Laurens
Margaretville
Milford
Morris
Mount Upton
New Berlin
Oneonta City
Owen D. Young
Richfield Springs
Roxbury
Sidney
South Kortright
South New Berlin
Springfield
Stamford
Unatego
Walton
Worcester

Memo to: Instructors of Saturday Seminars for April 27th

From: Robert M. Porter

Re: Seminar Evaluation

Dated: April 3, 1968

In line with our policy of continuous evaluation, I would like, with your permission, to come in to your class sometime during your April 27th session and ask the students to fill out the usual semester-end evaluation questionnaire. This should take about fifteen minutes.

I will ask you to please collect these questionnaires and send them to me.

I have records, of course, of each seminar's plans, but once in a while instructors change the location of class meetings. So will you please send me a brief note telling me where you will be meeting on April 27th (the building and room number)?

Many thanks.

RMP/1

APPENDIX J Student Evaluation of Seminar

Questionnaire

1. What seminar are you in? Humanities I ____, Humanities II ____, Psychology ____, Science I (Biology) ____, Science II Earth Science ____, Social Studies I ____, Social Studies II ____, Mathematics ____.

2. Age to nearest birthday last September when you entered this seminar:

   15 ____ 16 ____ 17 ____ 18 ____

3. Your sex: Female ____ Male ____

4. High school class: Sophomore ____ Junior ____ Senior____

5. Why did you become a member of this seminar? Number from most important (1) to least important (5).

   a. to help prepare for college ____
   b. to gain knowledge ____
   c. to socialize and meet students from other schools ____
   d. because my parents wanted me to ____
   e. other reason (indicate) _____

6. How far did this seminar come in meeting these expectations?

   a. completely met them ____
   b. usually met them ____
   c. occasionally met them ____
   d. never met them ____

7. Did you receive any values from this seminar different from those you expected?

8. As far as preparation and participation are concerned, I

   did my best ____
   usually put forth effort ____
   occasionally put forth effort ____
   was an intellectual benchwarmer ____

9. What did you like most about this seminar?

10. What did you like least about this seminar?

11. How could it be improved? Give your imagination full rein.

12. Concerning the homework,

    there was too much ____
    there was too little ____
    the amount was just right ____

13. How much preparation did you do for each Saturday session?

Over two hours ____
Between one and two hours ____
Up to an hour ____
Up to a half hour ____
Practically nothing ____

14. Were there any ways in which your participation in this seminar influenced your work in your own school?

15. Did this seminar arouse any new interests and areas you would like to explore further? How has this seminar experience changed you, if at all?

16. How do you find your high school classes, in general?

Very stimulating
Generally stimulating
So-so
Generally not very stimulating
Very dull

17. Who in your opinion is the world's greatest living person? _____

18. What is the most interesting book you have read in the past year?

19. What is the most interesting place you have ever visited?

20. How much money do you expect to be making when you are fifty years old?

APPENDIX K Letter Announcing Evaluation Meeting

CATSKILL AREA SCHOOL STUDY COUNCIL
SATURDAY SEMINAR PROGRAM
State University College
Oneonta, New York

To: Supervising Principals and Superintendents

From: John Wilcox and Robert Porter

Re: Luncheon and Evaluation Meeting -
Summer and Saturday Seminars

Dated: December 8, 1967

On Saturday, January 6th, an opportunity will be provided for the teachers in the secondary schools to discuss the program of the Saturday Seminars with student participants and the College personnel responsible for teaching the program. We have planned a Saturday morning session, a luncheon program and a presentation by Dr. Edith T. A. Davidson, English, Speech and Theater Department, State University College, Oneonta.

Will you please invite the following personnel from your school: A teacher in each of the six areas of the Saturday Seminars - science, social studies, mathematics, psychology, humanities, and data processing, the guidance counselors, and the building principals.

Copies of the program are enclosed for your information and for distribution to the faculty members and students involved. The expense for the luncheon ($2.25) for the students and the faculty members will be charged to each school. It will be the only expense of the meeting.

The students will attend classes from 10:00 A.M. until 12:30 P.M. Please note that the classes for the students will be delayed thirty minutes. We have done this since we cannot eat in the dining hall until 1:45 P.M. Between the end of classes and the dinner hour, a recreation program has been planned. The students will meet at 1:45 P.M. in Mills Hall for a luncheon followed by a program in Lecture Hall #3 of the Instructional Resources Center.

The purposes for the meeting are threefold:

1. To enable us to answer questions of faculty members relating to content, organization, expense, etc.

2. To obtain suggestions from faculty members and administrators for Summer and Saturday Seminar program topics, and program improvements.

3. To provide an opportunity for the high school teachers to obtain more evidence of the material being taught so that better use may be made of this material in the local school program.

Will each principal please complete and return the enclosed postcard to the Catskill Area School Study Council office prior to December 20th. This will enable us to plan on the number of luncheons for Saturday, January 6th.

APPENDIX L Memorandum to Instructors Concerning Evaluation Meeting

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

MEMORANDUM

To:

From: Robert M. Porter

Re: January 6th Evaluation Meeting

Dated: November 20, 1967

In planning for our yearly evaluation meeting of our seminar program, which will take place on January 6, 1968, John Wilcox, Executive Secretary of the Catskill Area School Study Council, and I would like to have a student representative of each seminar to talk with the school administrators, counselors, instructors, etc., who will be present.

Therefore, I would like, with your permission, to come into your December 9th meeting sometime during the morning to explain this to the students, and to ask them to elect a representative.

Then I would like the class members to have some time to themselves to meet with their representative to discuss his responsibilities at the January 6th meeting.

Will you please let me know the room number and the building where you will be meeting on December 9th? I have records, of course, of where you are scheduled to meet, but occasionally instructors' plans change. Just fill out and return this form to me.

Many thanks for your help.

- -

On December 9th I will be meeting the _____ Seminar

in Room _____, Building _____.

Signed _____

APPENDIX M Program for Evaluation and Luncheon Meeting

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

EVALUATION AND LUNCHEON MEETING
SUMMER AND SATURDAY SEMINAR PROGRAMS

Saturday, January 6, 1968

Program for Students:

10:00 - 12:30	Regular Classes
12:30 - 1.30	(a) Recreation in Physical Education Building - swimming, bowling, ping pong, pool (b) Browsing in the Library
1:45 - 2:45	Luncheon - Mills Hall
2:45 - 3:30	Meeting - Lecture Hall #3, IRC

Address by: Dr. Edith T. A. Davidson, Professor
English, Speech and Theater Department
State University College, Oneonta

"Authors I Have Interviewed: Hemingway, Sandburg, Mailer, Thurber, and Others"

* *

Program for Faculty:

11:00 - 11:30	Coffee Hour, Registration - Foyer, IRC
11:30 - 12:00	General Meeting - Lecture Hall #3, IRC
12:00 - 1:00	Discussion groups in Science, Mathematics, Social Studies, Psychology, Humanities, Data Processing. High school teachers and instructors of the Saturday Seminars. Groups are responsible for formulating recommendations to be presented at the 1:00 P.M. general session, Re: Summer and Saturday Seminars.
1:00 - 1:30	General Meeting - Lecture Hall #3, IRC Panel of discussion group reporters - decisions for 1968-1969 Summer and Saturday Seminars
1:45 - 2:45	Luncheon - Mills Hall
2:45 - 3:30	Same as Program for Students

APPENDIX N

Speakers At Our Evaluation Luncheons

May 31, 1961	Dr. Vincent Shaefer, Atmospheric Sciences Research Center "The Work of the Center"
January 20, 1962	Dr. David C. Barry, Director, Atmospheric Sciences Research Center "The Challenge of the Sciences for Young America"
January 5, 1963	Dr. Harry W. Porter, Provost, State University of New York "College and You"
January 11, 1964	Dr. Sanford W. Gordon, Professor of Economics, State University College, Oneonta "The Charge Left by John F. Kennedy for the Youth of the '60's"
January 16, 1965	Dr. Clifford J. Craven, Dean, State University College, Oneonta "The Road Ahead"
January 15, 1966	Dr. Eric H. Faigle, Dean, College of Liberal Arts, Syracuse University "The Paths that Lie Ahead"
January 14, 1967	Dr. Bruce R. Buckley, Graduate Program in History Museum Training and American Folk Culture, Social Science Department, State University College, Oneonta "New York Folklore and Songs", musical presentation
January 6, 1968	Dr. Edith T. Davidson, Professor of English, State University College, Oneonta "Authors I Have Interviewed: Hemingway, Sandburg, Mailer, Thurber, and Others". Address and Colored Slides.

APPENDIX O

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

Memo To: Supervising Principals, Superintendents and Guidance Counselors

From: Robert M. Porter, Coordinator, Summer Seminar Program

Re: Proposed Summer Seminar Program, 1968

Dated: February 26, 1968

We are enclosing brochures listing proposed topics for summer 1968 seminars. Because of the increase in the number of proposals for seminars, we find it necessary to request that students indicate their first, second and third preference. A seminar will be organized whenever fifteen or more students list it as a first preference.

Your attention is called to two seminars. Geology (Instructor, Dr. Dubins) and Canada Today (Instructor, Mr. Waddington) which involve field trips of several days duration. This is the first time that we have offered overnight field trips. The itineraries and the costs involved are described in the brochure.

Your attention is also called to the Economics Seminar, offered in connection with an NDEA Institute here. Letters concerning this seminar are enclosed for your social studies teachers.

It is imperative to note the fact that March 29th has been established as the deadline for student enrollment in the summer program. An early decision is necessary so that we may make commitments concerning faculty members and room arrangements. It will also be necessary for you to make certain arrangements and decisions relative to financing and transportation.

It is anticipated that central schools which are going to pay for the student tuition will do so through the Cooperative Board. Last year's experience indicates that such payment can be contracted for on a service basis and each school which handles the financing through the Cooperative Board would be eligible for reimbursement through the State Aid Program on the same basis as their regular State Aid.

Although March 22nd has been designated as the cut-off date for applications, and contracts will be drawn on the basis of registrations at that time, schools will be allowed to change the particular student involved up until the first of June. At that time, the enrollment will have to be frozen since applications must be submitted to the State Education Department for approval by each district superintendent.

We have submitted twenty-eight possible programs. It is not our intention nor do we anticipate that all twenty-eight will operate. However, we have attempted to provide as wide an offering as possible and will operate those seminars which meet the criteria discussed in the brochure. We again will accept enrollments on the basis of first come - first served.

Additional information concerning the enrollments, the place of meetings, exact topics of seminar, etc., will be forwarded to each school administrator and guidance counselor following the March 22nd date when decisions are made as to which seminars will operate.

APPENDIX P

Summer Seminar Selection Sheet

(PLEASE RETURN TO CATSKILL AREA SCHOOL STUDY COUNCIL OFFICE)

The decision to operate or not to operate the following seminars will be made on March 22, 1968. Therefore, these applications must be returned by that date.

I wish to apply for admission to the Summer Seminar Program sponsored by CASSC. Please indicate by use of numerals 1, 2, 3, your first, second, and third choices.

( )	#1	Debate	( )	#15	The Teaching Profession
( )	#2	Psychology of Propaganda	( )	#16	What is History?
( )	#3	Recent American Poetry	( )	#17	China in Revolution
( )	#4	Introduction to Satire	( )	#18	Presidential Elections
( )	#5	Writing Fiction/The Short Story	( )	#19	Basic Aviation Ground School
( )	#6	American Literary Heroes	( )	#20	Chemical Instrumentation
( )	#7	American Attitudes Toward War	( )	#21	Molecules of Life
( )	#8	Teenager in American Literature	( )	#22	Chemical Bonding
( )	#9	Oral Communication	( )	#23	Economics
( )	#10	The Adolescent in Literature	( )	#24	Orientation for College Students
( )	#11	Philosophy of Literature	( )	#25	Geology (Starkweather)
( )	#12	Conversational French	( )	#26	Geology (Dubins)
( )	#13	Psychology of the Self	( )	#27	Biology (Shannon
( )	#14	Psychobiology	( )	#28	Canada Today

I recommend _____ for the seminar above. _____
(Signature of Student)

I understand that matters of transportation and finance for these seminars are to be handled through local school administrative arrangement.

SCHOOL _____ PRINCIPAL _____

APPENDIX Q

Other Summer Seminars Offered in the Past

Modern Japan, Aesthetics and Painting Composition, Great Issues in American Government, Medieval Europe, Exploring Music, Workshop in Creative Writing, Critical Elections in American History, Introduction to Sociology, French, Probability and Statistics, Workshop in Television Production, Civil Rights and Liberties, The Negro in American Literature, Oil Painting, Chinese Civilization. Ecology.

Produced by

CEC CURRICULUM ENRICHMENT CENTER

Norwich, New York

Title III ESEA

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.